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ABSTRACT

Presented is the last of 12 instructional kits, on accountability, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for six performance objectives, a listing of the performance objectives (such as analyzing program placement for a language disabled child), instructions for six learning experiences (such as evaluating a staffing conference), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. Also included are sample assessment forms for use with three instructional programs. (DB)

ED100121

PROJECT CHILD

# Ten Kit 12

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EC 070 991

TEN KIT 12

TITLE: Components of Accountability

APPROXIMATE TIME TO COMPLETE: 10 Hours

MATERIALS TO PURCHASE: None

INTRODUCTION:

The field of education has entered the era of accountability. It must be demonstrated to the public that it can depend upon teachers to teach all children effectively. Teachers must indicate to the public that they have provided a dollar's worth of value for each dollar expended. It will be possible eventually to identify specifically what amount of instruction or other part of the assigned teaching task was purchased with that dollar.

This is a new but necessary experience for educators as they attempt to justify the great expenditure for education in America. This kit is a step and only a beginning step in understanding accountability for teachers. This kit is designed to provide the teacher with this basic new knowledge.

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

TEN KIT 12

## Components of Accountability

### PREASSESSMENT

### Performance Objective 1

NAME_____ DATE_____

Proficiency requires that the student perform at the 100 percent level of accuracy on the following test over criterion measures for assessing pupil progress in basic skill curriculum areas:

A. Five Item True-False Test (Place circle around correct response.)

T F 1. It is essential to know the scores on daily work for LD pupil programming.

T F 2. It is essential to evaluate the silent reading abilities of LD pupils.

T F 3. The use of both achievement and diagnostic tests are essential in reading programming for LD pupils.

T F 4. It is not essential to use the above approaches in programming for other areas of basic skills.

T F 5. Written expression is dependent on psychomotor skills.

B. Five Item Matching Test (Place number in the blank before the correct matching statement.)

1. Standard
2. Work Sample
3. Positive Score
4. Entry level
5. Habilitation Program

_____The curriculum designed for an individualized instructional program in basic skill areas.

_____A level of performance or production used to evaluate the performance of LD children.

_____Saving of typical representative daily work sheets of individual pupils.

_____Scores that show progress or give affirmative interpretation of data.

_____The level at which the pupil begins his program in each basic skill area.

**

TEN KIT 12, Components of Accountability, Preassessment, Performance Objective 1

C. Five Short Answer Items (Write the correct response for each question.)

1. Reading, writing, spelling, speech, language and arithmetic are considered to be the basic skill areas of the _____.

2. Pupil progress in basic skill areas is best measured by daily work records and by standard diagnostic and _____ testing.

3. A criterion measure is used as a _____ measure when evaluating pupil progress in basic skill areas.

4. Criterion measures lend themselves to evaluating pupil progress in basic skill _____.

5. The best persons qualified to develop criterion measures for use in evaluating school curriculum programs are _____.

D. Mark answers Yes or No by an X.

| YES | NO | |
|---|---|---|
| ___ | ___ | 1. Do the progress records cover a period of instructional time in each intervention model? |
| ___ | ___ | 2. Is it possible to determine the amount of progress made? |
| ___ | ___ | 3. Does this type monitoring device show the pupil's potential? |
| ___ | ___ | 4. Will this type of evaluation material help determine if the pupil is making adequate progress? |
| ___ | ___ | 5. Pupil progress records are not economical to devise. |

TEN KIT 12

## Components of Accountability

### PREASSESSMENT

#### Performance Objective 1

Proficiency requires that the student perform at the 100 percent level of accuracy on the following test over criterion measures for assessing pupil progress in basic skill curriculum areas:

A. Five Item True-False Test (Place circle around correct response.)

T F 1. It is essential to know the scores on daily work for LD pupil programming.

(T) F 2. It is essential to evaluate the silent reading abilities of LD pupils.

(T) F 3. The use of both achievement and diagnostic tests are essential in reading programming for LD pupils.

T (F) 4. It is not essential to use the above approaches in programming for other areas of basic skills.

(T) F 5. Written expression is dependent on psychomotor skills.

B. Five Item Matching Test (Place number in the blank before the correct matching statement.)

1. Standard
2. Work Sample
3. Positive Score
4. Entry level
5. Habilitation Program

5 The curriculum designed for an individualized instructional program in basic skill areas.

1 A level of performance or production used to evaluate the performance of LD children.

2 Saving of typical representative daily work sheets of individual pupils.

3 Scores that show progress or give affirmative interpretation of data.

4 The level at which the pupil begins his program in each basic skill area.

TEN KIT 12, Components of Accountability, Preassessment, Performance Objective 1

C. Five Short Answer Items (Write the correct response for each question.)

1. Reading, writing, spelling, speech, language and arithmetic are considered to be the basic skill areas of the curriculum.

2. Pupil progress in basic skill areas is best measured by daily work records and by standard diagnostic and achievement testing.

3. A criterion measure is used as a standard measure when evaluating pupil progress in basic skill areas.

4. Criterion measures lend themselves to evaluating pupil progress in basic skill areas.

5. The best persons qualified to develop criterion measures for use in evaluating school curriculum programs are teachers.

D. Mark answers Yes or No by an X

| YES | NO | | |
|---|---|---|---|
| X | | 1. | Do the progress records cover a period of instructional time in each intervention model? |
| X | | 2. | Is it possible to determine the amount of progress made? |
| | X | 3. | Does this type monitoring device show the pupil's potential? |
| X | | 4. | Will this type of evaluation material help determine if the pupil is making adequate progress? |
| | X | 5. | Pupil progress records are not economical to devise. |

TEN KIT 12

## Components of Accountability

### PREASSESSMENT

### Performance Objective 2

The student who challenges this objective must obtain his own schoolwide evaluation of an LD program. He is not to be given the data used for the learning experience for this objective. He must collect suitable materials for study and presentation to the teacher supervisor in order to be evaluated. He should attain the 90 percent level of proficiency.

TEN KIT 12

Components of Accountability

PREASSESSMENT

Performance Objective 2

NAME _____ DATE _____

The student must perform at a 90 percent level of proficiency on this test over program evaluation procedures for LD children.

A. Five Item Short Answer Test (Write the correct response for each question.)

1. What are the number and types of personnel in the LD program?

_____

2. How many instructional units were authorized for LD pupils?

_____

3. How many support personnel were authorized for the LD program?

_____

4. How many paraprofessionals were used in the LD program?

_____

5. What was the average per pupil gain in achievement for the LD pupils in the program?

_____

B. Yes and No Questions (Mark answers Yes or No by an X.)

| YES | NO | |
|---|---|---|
| ___ | ___ | 1. Did the pupils have use of a psychological service program? |
| ___ | ___ | 2. Were programmed materials and technology eliminated from the program? |
| ___ | ___ | 3. Were adequate individual LD pupil planning arrangements included? |

**

TEN KIT 12, Components of Accountability, Preassessment, Performance Objective 2

YES NO

___ ___ 4. Did the program justify the amount of money expended?

___ ___ 5. Did the program have an adverse effect on LD pupil progress?

___ ___ 6. Did the program have weak administrative support?

___ ___ 7. Were the relationships between the special teachers and regular classroom teachers in harmony?

___ ___ 8. Did the LD teacher make adequate progress during training?

___ ___ 9. Were the roles of parents clearly defined?

___ ___ 10. Will the program have the capability to serve the total district as now structured?

___ ___ 11. Did the LD children in this program achieve at a significantly higher rate than they probably would have in the district's regular program?

**

TEN KIT 12

## Components of Accountability

### PREASSESSMENT

#### Performance Objective 3

The student requesting preassessment on this objective must obtain the results of a staffing conference which he will use for this preassessment. He should not be given the data that is to be furnished in the learning experience for this objective. The student should attain the 90 percent level of proficiency on this objective.

**

TEN KIT 12

Components of Accountability

PREASSESSMENT

Performance Objective 3

NAME_____ DATE_____

The student must attain 90 percent proficiency on this test.

YES NO

___ ___ 1. Is it possible to synthesize the results of a pupil staffing meeting into a curriculum?

___ ___ 2. Can the curriculum plan for an individual pupil be put into written form and implemented in the school setting?

___ ___ 3. Are the teaching techniques required the same for each LD pupil?

___ ___ 4. Should the materials used in the habilitation program for an LD pupil lend themselves to scoring and analysis of errors?

___ ___ 5. Is the way an LD pupil learns important for curriculum planning?

___ ___ 6. Should reality training be part of any habilitation program for LD pupils?

___ ___ 7. Is it possible to state the objectives of instruction so that it can be known when a program of habilitation is completed?

___ ___ 8. Will the teacher be in the best position of concerned professionals to know when the child changes?

___ ___ 9. Will an LD pupil always make progress in a prescribed program?

___ ___ 10. Will teachers be able to plan individual educational programs for LD pupils and implement them in the school setting?

TEN KIT 12

## Components of Accountability

### PREASSESSMENT

### Performance Objective 3

The student must attain 90 percent proficiency on this test.

| YES | NO | | |
|---|---|---|---|
| X | | 1. | Is it possible to synthesize results of a pupil staffing meeting into a curriculum? |
| X | | 2. | Can the curriculum plan for an individual pupil be put into written form and implemented in the school setting? |
| | X | 3. | Are the teaching techniques required the same for each LD pupil? |
| X | | 4. | Should the materials used in the habilitation program for an LD pupil lend themselves to scoring and analysis of errors? |
| X | | 5. | Is the way an LD pupil learns important for curriculum planning? |
| X | | 6. | Should reality training be part of any habilitation program for LD pupils? |
| X | | 7. | Is it possible to state the objectives of instruction so that it can be known when a program of habilitation is completed? |
| X | | 8. | Will the teacher be in the best position of concerned professionals to know when the child changes? |
| | X | 9. | Will an LD pupil always make progress in a prescribed program? |
| X | | 10. | Will teachers be able to plan individual educational programs for LD pupils and implement them in the school setting? |

# TEN KIT 12

## Components of Accountability

### PREASSESSMENT

### Performance Objective 4

Secure from the teacher supervisor the Psychoeducational Checklist Report form and complete it using the data provided to indicate correct pupil placement. You must attain the 90 percent level of proficiency.

TEN KIT 12

## Components of Accountability

### PREASSESSMENT

#### Performance Objective 4

The student desiring preassessment over this objective will be given a copy of the Psychoeducational Checklist Report that is incomplete but has the data essential for completion of the report blank, including placement data for an LD pupil. The teacher supervisor will have a completed copy of the report and will compare his copy to the student results. The student must attain the 90 percent level of proficiency.

# TEN KIT 12

## Components of Accountability

### PREASSESSMENT

### Performance Objective 5

NAME_____ DATE_____

The student must attain the 90 percent level of proficiency on the following test over the knowledge of the necessary information that should be collected in assessing progress for LD pupils:

A. Ten Item True-False Test (Place circle around correct response.)

T F 1. The teacher should keep a daily work sample for each curriculum area in the pupil's habilitation program.

T F 2. The teacher should keep anecdotal records of the pupil's unusual behaviors and experiences.

T F 3. The teacher should not have the results of the psychological and medical evaluations available as teaching tools for use in his room.

T F 4. The teacher should give only a brief summary of the pupil's progress in letter grade form to parents.

T F 5. The teacher should determine if the pupil has attained the objectives of instruction.

T F 6. The teacher will need to keep accurate records of pupil progress in basic skill areas for the purpose of scheduling the pupil into the best therapeutic treatment program.

T F 7. The affective area of behavior such as the self-concept is not important in assessing pupil progress.

T F 8. The teacher should know the potential and expected outcomes for all pupils before she can determine when habilitation is completed.

T F 9. The teacher should use standardized and diagnostic tests in evaluation of pupil progress on a regular scheduled basis throughout the year.

T F 10. The pupil's progress should be evaluated by the educational diagnostician rather than the teacher.

**

TEN KIT 12, Components of Accountability, Preassessment, Performance Objective 5

B. Ten Item Matching Test on Assessing Pupil Progress (Place correct number of response in the blank before the matching statement.)

| | |
|---|---|
| 1. Social Adjustment | 6. Pupil Profile |
| 2. Parent Conferences | 7. Habilitation Status |
| 3. Parent Interviews | 8. Self Concept |
| 4. Daily Work | 9. Diagnostic Tests |
| 5. Wall Charts | 10. Achievement Tests |

____A standardized measure of pupil achievement in basic skill areas.

____The relationship between peers in the special classroom.

____A standardized measure that identifies specific types of errors in pupil academic performance.

____Counseling with parents.

____Vineland Social Maturity information.

____The pupil's evaluation of his own characteristics and behavior.

____The lessons assigned each pupil on a daily basis.

____The ability to pinpoint the exact location of the pupil in the treatment program.

____Publishing pupil accomplishments.

____Utilization of all information available to develop individual pupil programs.

C. Ten Item Short Answer Test (Write the correct response to each question.)

1. The gathering of data about a pupil for the purpose of developing an individualized therapeutic program of instruction is called_____ _____.

2. The assessment of a pupil's progress to determine his status in the habilitation of LD is called_____.

3. Reading progress is best determined by careful determination of status from use of _____and_____.

4. The pupil who sees himself as a non-reader will require counseling to improve his _____ _____before he will learn to read.

5. A pupil's behavior is important in three areas--_____, psychomotor and affective to correctly determine his progress.

6. The pupil will best profit from an_____ curriculum program designed to meet his learning needs.

**

TEN KIT 12, Components of Accountability, Preassessment, Performance Objective 5

7. The pupil is considered to be habilitated when he has realized his full_____and can function in the regular classroom.

8. The pupil will need accurate records of progress in_____ _____for best planning of an individual instruction if he is unable to work long division.

9. It is important to make a fast and accurate way of keeping pupil records because of the_____involved in this activity.

10. The materials assembled regarding the progress of pupils in a habilitation program should allow the committee to assess the pupil's progress for best pupil _____.

**

# TEN KIT 12

## Components of Accountability

### PREASSESSMENT

#### Performance Objective 5

The student must attain the 90 percent level of proficiency on the following test over the knowledge of the necessary information that should be collected in assessing progress for LD pupils:

A. Ten Item True-False Test (Place circle around correct response.)

(T) F 1. The teacher should keep a daily work sample for each curriculum area in the pupil's habilitation program.

(T) F 2. The teacher should keep anecdotal records of the pupil's unusual behaviors and experiences.

T (F) 3. The teacher should not have the results of the psychological and medical evaluations available as teaching tools for use in his room.

T (F) 4. The teacher should give only a brief summary of the pupil's progress in letter grade form to parents.

(T) F 5. The teacher should determine if the pupil has attained the objectives of instruction.

(T) F 6. The teacher will need to keep accurate records of pupil progress in basic skill areas for the purpose of scheduling the pupil into the best therapeutic treatment program.

T (F) 7. The affective area of behavior such as the self-concept is not important in assessing pupil progress.

(T) F 8. The teacher should know the potential and expected outcomes for all pupils before she can determine when habilitation is completed.

(T) F 9. The teacher should use standardized and diagnostic tests in evaluation of pupil progress on a regular scheduled basis throughout the year.

T (F) 10. The pupil's progress should be evaluated by the educational diagnostician rather than the teacher.

TEN KIT 12, Components of Accountability, Preassessment, Performance Objective 5

B. Ten Item Matching Test on Assessing Pupil Progress (Place correct number of response in the blank before the matching statement.)

1. Social Adjustment
2. Parent Conferences
3. Parent Interviews
4. Daily Work
5. Wall Charts
6. Pupil Profile
7. Habilitation Status
8. Self Concept
9. Diagnostic Tests
10. Achievement Tests

10 A standardized measure of pupil achievement in basic skill areas.

1 The relationship between peers in the special classroom.

9 A standardized measure that identifies specific types of errors in pupil academic performance.

2 Counseling with parents.

3 Vineland Social Maturity information.

8 The pupil's evaluation of his own characteristics and behavior.

4 The lessons assigned each pupil on a daily basis.

7 The ability to pinpoint the exact location of the pupil in the treatment program.

5 Publishing pupil accomplishments.

6 Utilization of all information available to develop individual pupil programs.

C. Ten Item Short Answer Test (Write the correct response to each question.)

1. The gathering of data about a pupil for the purpose of developing an individualized therapeutic program of instruction is called staffing.

2. The assessment of a pupil's progress to determine his status in the habilitation of LD is called evaluation.

3. Reading progress is best determined by careful determination of status from use of diagnostic and achievement tests.

4. The pupil who sees himself as a non-reader will require counseling to improve his self-image before he will learn to read.

5. A pupil's behavior is important in three areas-- cognitive, psychomotor and affective to correctly determine his progress.

6. The pupil will best profit from an individual curriculum program designed to meet his learning needs.

TEN KIT 12, Components of Accountability, Preassessment, Performance Objective 5

7. The pupil is considered to be habilitated when he has realized his full potential and can function in the regular classroom.

8. The pupil will need accurate records of progress in arithmetic for best planning of an individual instruction if he is unable to work long division.

9. It is important to make a fast and accurate way of keeping pupil records because of the work involved in this activity.

10. The materials assembled regarding the progress of pupils in a habilitation program should allow the committee to assess the pupil's progress for best pupil placement.

# TEN KIT 12

## Components of Accountability

### PREASSESSMENT

### Performance Objective 6

Use the information provided in Performance Objective 3 concerning the staffing conference report as the basis for the communication to the different publics involved. The student must either devise or use forms which he has used before in this role playing activity. He will schedule his peer practice time and the teacher supervisor's evaluation as they are needed.

The student will be evaluated using the standard checklist provided. He will need to have a checklist made for each of the five publics to whom he is reporting. He will not be provided the report forms or other data given to students going through the learning experiences.

# TEN KIT 12

## Components of Accountability

### PREASSESSMENT

### Performance Objective 6

NAME_____ DATE_____ PUBLIC INVOLVED_____

The student must attain 100 percent proficiency as evaluated on this standard checksheet for conveying information about LD pupils.

YES NO

___ ___ 1. Did the teacher utilize a standard report form to summarize information for parent conferences?

___ ___ 2. Does the teacher use a method of presenting information in a form that is readily understood by all publics concerned with the LD child?

___ ___ 3. Will the teacher be able to use the same report forms for giving of information about the LD pupil's progress to the pupil himself?

___ ___ 4. Is the information provided in a form that can be used in the LD pupil's permanent record folder?

___ ___ 5. Is the information appropriate for submission to the school administration for use in the program?

___ ___ 6. Will it be possible from the report form used to pinpoint the pupil's present progress in his habilitation program?

___ ___ 7. Will it be possible from the report form used to specify the pupil's specific habilitation needs before he has attained his potential?

___ ___ 8. Are the records of LD pupils easily transcribed to the information report form?

___ ___ 9. Is the process of providing pupil information simple, complete and appropriate within the time the teacher has available?

___ ___ 10. Do the report forms used for providing information about the LD child really communicate?

*

# TEN KIT 12

## Components of Accountability

### PERFORMANCE OBJECTIVES

After completing Ten Kit 12, the student will

1. Comprehend criterion measures for assessing pupil progress in the basic skills by performing at the 100 percent level of accuracy on a teacher-made test.

2. Analyze a comprehensive LD program for a school district when presented with a set of data obtained from a school wide evaluation program with a 90 percent level of proficiency on a teacher-made test.

3. Analyze the results of a staffing conference including an individualized curriculum program for an LD pupil, correct teaching techniques and the instructional materials to be used in the habilitation program with a 90 percent level of proficiency on a teacher-made test.

4. Analyze program placement for an LD child using standard data with a 90 percent level of proficiency as evaluated by the teacher supervisor.

5. Demonstrate a knowledge of the necessary information that should be collected in assessing progress for LD pupils with a 90 percent proficiency as determined by a thirty item objective test.

6. Apply correct communications and use recommended procedures in conveying information on LD pupils to selected publics with a 100 percent proficiency as evaluated by the teacher supervisor.

TEN KIT 12

## Components of Accountability

### LEARNING EXPERIENCE 1

1. Obtain the forms used for monitoring pupil progress as developed for three different types of intervention models that have been used in the therapeutic treatment of language disabled pupils from the teacher supervisor's office.

2. Read and study the given data provided on the forms. This data must then be used in determining conclusions that can be made from the data provided.

3. Determine the answers to the following questions about the pupil's progress from the data given:

   a. Does the progress record cover a period of instructional time?

   b. Is it possible to determine the amount of progress made during the evaluation period?

   c. Will this type pupil data help in determining if adequate progress for ability and age levels is being made by the pupil?

4. Review self evaluation for this objective.

5. When you are prepared, schedule the objective test over evaluation of pupil progress through the teacher supervisor's office.

(Performance Objective 1)

# TEN KIT 12

## Components of Accountability

### LEARNING EXPERIENCE 1

It is essential to use a criterion measure to assess pupil progress in language disability. In most instances it is important to be able to pinpoint progress on a daily and weekly basis if we are to be accountable for pupil progress in basic skill areas of the curriculum.

The daily work record of pupils should be used in planning curriculum experiences and in establishing a profile of pupil needs for each individual pupil. It is also essential to have current diagnostic and achievement test results on each pupil in the habilitation program. This formal testing program should include measures of both oral and silent reading ability. All basic skill areas of the curriculum will require intensive planning if we are to be accountable for precisely evaluating pupil progress.

A criterion measure is a standard for a lesson or a program. A sample of daily work obtained from each pupil may be evaluated and used to help evaluate pupil progress. A score increase on a standard test may be a very positive indication of progress and should be used on a scheduled basis with pupils.

The teacher is in the position to best evaluate pupil progress over a period of time in any type intervention model. Using criterion measures, he can determine the amount of progress made. This type monitoring should show the pupil's progress and should not necessarily reflect his potential. It is economical to devise a criterion measure that will provide the type data needed for each pupil. This is a definite step toward program accountability.

The first pupil assessment criterion measure for this objective is for APSL. The second is for PI and the third is IPP. Please examine these measures carefully to determine what they tell you about pupil progress.

VOLUNTEER LOG

SCHOOL: Adelle Turner

TEACHER: Janis Britt

WEEK OF: Feb 28 - March 3

BEST COPY AVAILABLE

| | MONDAY VOLUNTEER | TUESDAY VOLUNTEER | WEDNESDAY VOLUNTEER | THURSDAY VOLUNTEER | FRIDAY VOLUNTEER |
|---|---|---|---|---|---|
| NAME: Patti | Jarvis | Cullum | Farris | Gibbons | EVALUATION DAY |
| NAME: Kina | Cullum | Connally | Bayless | Farris | |
| NAME: Mike | Dodds | Jarvis | Martin | Farris | |
| NAME: Kelly | Lee | Lee | Cullum | York | |
| NAME: Susan | York | Berry | Swaney | Jarvis | |
| NAME: Mike | Jarvis | Cullum | Swaney | Jarvis | |
| NAME: * Amy | Lively | Vaughn | Arrington | Dodds | |
| NAME: Glenn | Berry | Farris | Cullum | York | |
| NAME: Jenny | Lively | Vaughn | Arrington | Dodds | EVALUATION DAY |
| NAME: Jeff | Farris | Farris | Absent | Absent | |
| NAME: Mark | York | Berry | Swaney | Absent | |
| NAME: David | Lee | Lee | Farris | Farris | |

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PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY

WEEKLY RECORD

Week of Feb. 28 - March 3 Student's Name _____

Mon. - Date 2-28-72 Tutor Lively

Material Covered: Teacher's Book completed reading Pg. No. 51

Student's Book needs to spell some of the words Pg. No. 34

Other Material _____ Pg. No. _____

Special Problems: Words ending in "g" she continually puts an "ng" sound - doesn't like to use reading finger.

Tues. - Date 2-29-72 Tutor Paula Vaughn

Material Covered: Teacher's Book sentences Pg. No. 54

Student's Book _____ Pg. No. 36

Other Material _____ Pg. No. _____

Special Problems: no problems

Wed. - Date 3-1-72 Tutor Arrington

Material Covered: Teacher's Book completed Pg. No. 54

Student's Book work Pg. No. 36

Other Material _____ Pg. No. _____

Special Problems: Confuses "nk" and "ck". Has some trouble remembering sentences.

Thur. - Date 3-2-72 Tutor Dodds

Material Covered: Teacher's Book _____ Pg. No. 57

Student's Book _____ Pg. No. _____

Other Material _____ Pg. No. _____

Special Problems: Worked well, remembered her sentences very well.

Fri. - Date 3-3-72 Tutor _____

Material Covered: Teacher's Book _____ Pg. No. _____

Student's Book _____ Pg. No. _____

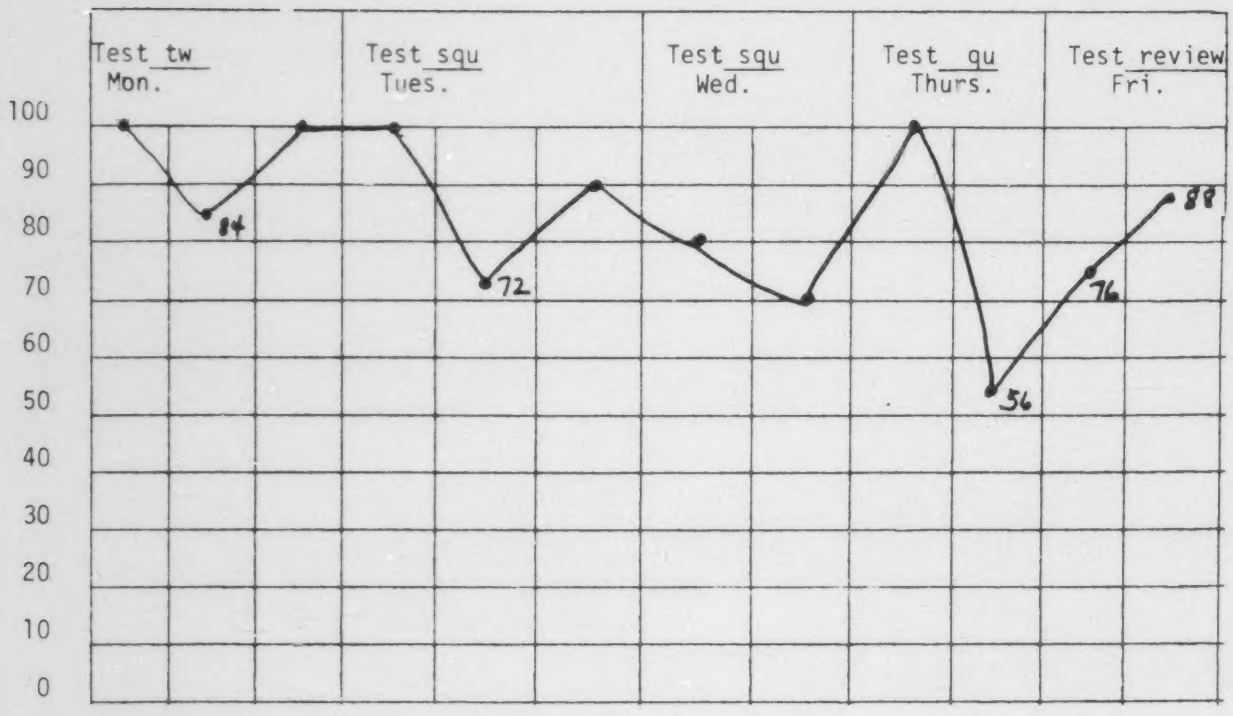
Other Material _____ Pg. No. _____

Special Problems: _____

TEN KIT 12, Learning Experience 1

Week of 2/28 - 3/3/72

Student's Name _____




COMMENTS: Thursday did not follow directions

TEN KIT 12, Learning Experience 1

Name 4 E Date 2-28-72 115

Circle the words that begin with a consonant blend.

100

1. squib skid sink
2. squib sung squid
3. squab scrag sang
4. squab sung squash
5. scrub squaw sand
6. squad sack scat
7. squash sunk skunk
8. sock squid Scot
9. sick squib scab
10. scup squint suds
11. sink squid skid
12. sash squash scat
13. Span step sent
14. squat Scot shot
15. shut squad skunk
16. snip swag sang
17. sing sting stung
18. sock stock smut
19. swum swam suck
20. sunk stunk stint

TEN KIT 12, Learning Experience 1

PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY

DAILY AUDITORY DISCRIMINATION SHEET

84

NAME _____ DATE 2-28-72

| | | | | |
|---|---|---|---|---|
| ✓1. tw-ag ang | 1. | 1. | 1. | 1. |
| 2. tw-in | 2. | 2. | 2. | 2. |
| 3. tw-ig | 3. tw-ig | 3. | 3. | 3. |
| 4. tw-in | 4. tw-ist | 4. | 4. | 4. |
| 5. tw-ist | 5. | 5. | 5. | 5. |
| 6. | 6. tw-in | 6. | 6. | 6. |
| 7. tw-it | 7. tw-itch | 7. | 7. | 7. |
| ✓8. tw-ist itch | 8. | 8. | 8. | 8. |
| 9. tw-ig | 9. | 9. | 9. | 9. |
| 10. | ✓10. tw-ich it | 10. | 10. | 10. |
| 11. | 11. tw-it | 11. | 11. | 11. |
| 12. tw-it | ✓12. tw-ist | 12. | 12. | 12. |
| 13. tw-ig | ✓13. twist | 13. | 13. | 13. |
| 14. | 14. tw-ang | 14. | 14. | 14. |
| 15. | ✓15. twitch | 15. | 15. | 15. |
| 16. tw-ist | ✓16. twitch | 16. | 16. | 16. |
| 17. tw-in | 17. | 17. | 17. | 17. |
| ✓18. tw-ag ang | 18. | 18. | 18. | 18. |
| 19. | 19. tw-ig | 19. | 19. | 19. |
| 20. tw-in | 20. tw-ist | 20. | 20. | 20. |

| | | | | |
|---|---|---|---|---|
| 1. 0 1 (2) 3 | 1. 0 1 2 3 | 1. 0 1 2 3 | 1. 0 1 2 3 | 1. 0 1 2 3 |
| 100 2. 0 1 (2) 3 | 2. 0 1 2 3 | 2. 0 1 2 3 | 2. 0 1 2 3 | 2. 0 1 2 3 |
| 3. 0 1 2 (3) | 3. 0 1 2 3 | 3. 0 1 2 3 | 3. 0 1 2 3 | 3. 0 1 2 3 |
| 4. (0) 1 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 |
| 5. (0) 1 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 |

TEN KIT 12, Learning Experience 1

Name _____ Date 2-28-72 113

Circle the words that begin with a consonant blend.

100

1. twang twig tick
2. twin twang tin
3. twin tip twig
4. twig tock twist
5. twist twang test
6. tend twit twin
7. twit ten twitch
8. twitch twin Ted
9. twig twitch tap
10. tank twig twit
11. tan twitch twist
12. twit twang tag
13. twig tack twist
14. tock twin twang
15. Tod twig twang
16. twist twitch tog
17. twin twang tong
18. twang twit top
19. tot twit twig
20. twin tug twist

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PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY

DAILY AUDITORY DISCRIMINATION SHEET

NAME _____ DATE 2-29-72

12

| | | | | |
|---|---|---|---|---|
| 1. squ-ib ✓ | 1. squ-ob ab | 1. | 1. | 1. |
| 2. sk-id ✓ | 2. sw-ob ab | 2. | 2. | 2. |
| 3. squ-ob ab | 3. sw-am | 3. | 3. | 3. |
| 4. scr-ag ✓ | 4. squ-od ad | 4. | 4. | 4. |
| 5. scr-ub | 5. sk-id | 5. | 5. | 5. |
| 6. squ-od ad | 6. sk-ip | 6. | 6. | 6. |
| 7. squ-ash | 7. squ-ash | 7. | 7. | 7. |
| 8. s-ock ✓ | 8. squ-ot at | 8. | 8. | 8. |
| 9. s-ick ✓ | 9. s-otch AC-otch | 9. | 9. | 9. |
| 10. squ-up AC-up | 10. scr-am | 10. | 10. | 10. |
| 11. s-ink | 11. squib | 11. | 11. | 11. |
| 12. s-ash ✓ | 12. sc-id AR-id | 12. | 12. | 12. |
| 13. sp-an ✓ | 13. scr-ub ub | 13. | 13. | 13. |
| 14. squ-ot at | 14. scr-un ch | 14. | 14. | 14. |
| 15. sh-ut | 15. squ-id | 15. | 15. | 15. |
| 16. sn-ip | 16. scr-atch | 16. | 16. | 16. |
| 17. s-ing ✓ | 17. sk-im AC-um | 17. | 17. | 17. |
| 18. s-ock | 18. squ-int | 18. | 18. | 18. |
| 19. sw-um ✓ | 19. sk-ip AC-up | 19. | 19. | 19. |
| 20. s-unk | 20. sk-it | 20. | 20. | 20. |

10

| | | | | |
|---|---|---|---|---|
| 1. 0 (1) 2 3 | 1. 0 (1) 2 3 | 1. 0 1 2 3 | 1. 0 1 2 3 | 1. 0 1 2 3 |
| 2. 0 1 (2) 3 | 2. 0 (1) 2 3 | 2. 0 1 2 3 | 2. 0 1 2 3 | 2. 0 1 2 3 |
| 3. 0 (1) 2 3 | 3. 0 (1) 2 3 | 3. 0 1 2 3 | 3. 0 1 2 3 | 3. 0 1 2 3 |
| 4. 0 1 (2) 3 | 4. 0 (1) 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 |
| 5. 0 (1) 2 3 | 5. 0 (1) 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 |

TEN KIT 12, Learning Experience 1

Name_____ Date 3-2-72 117

Circle the words that begin with a consonant blend.

1. Kit (quiz) (quite)
2. (quitch) Kip (quit)
3. (quip) (quint) kink
4. (quint) king (quid)
5. (quick) kin (quest)
6. Kim (quag) (quack)
7. (quack) (quest) kid
8. (quick) (quip) kick
9. (quid) Kent (quit)
10. (quint) (quitch) Ken
11. (quip) keg (quits)
12. kick (quit) (quiz)
13. (quits) (quack) kink
14. (quiz) Kip (quag)
15. kid (quitch) (quest)
16. (quint) (quack) Ken
17. (quag) Kim (quip)
18. (quid) (quint) kin
19. (quick) king (quest)
20. kit (quiz) (quits)

100

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PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY

DAILY AUDITORY DISCRIMINATION SHEET

NAME _____ DATE 3-2-72

| | | | | |
|---|---|---|---|---|
| 1. | 1. quiz | 1. qu-its | 1. | 1. |
| 2. quitch | 2. | 2. qu-it | 2. | 2. |
| 3. quip | 3. quint | 3. | 3. | 3. |
| 4. quint | 4. | 4. qu-id | 4. | 4. |
| 5. quick | 5. | 5. qu-ist | 5. | 5. |
| 6. | 6. qu-ag | 6. qu-ack | 6. | 6. |
| 7. quack | 7. qu-ist est | 7. | 7. | 7. |
| 8. quick | 8. qu-ip | 8. | 8. | 8. |
| 9. quid | 9. | 9. qu-it | 9. | 9. |
| 10. quint | 10. qu-itch | 10. | 10. | 10. |
| 11. quip | 11. | 11. qu-its | 11. | 11. |
| 12. | 12. qu-it | 12. qu-iz | 12. | 12. |
| 13. quit | 13. qu-at ack | 13. | 13. | 13. |
| 14. quiz | 14. | 14. qu-ag | 14. | 14. |
| 15. | 15. qu-itch | 15. qu-ist est | 15. | 15. |
| 16. quint | 16. qu-ack | 16. | 16. | 16. |
| 17. qu-ag | 17. | 17. qu-ip | 17. | 17. |
| 18. quid | 18. qu-int | 18. | 18. | 18. |
| 19. quick | 19. | 19. qu-ist est | 19. | 19. |
| 20. | 20. qu-iz | 20. qu-it a | 20. | 20. |

| | | | | |
|---|---|---|---|---|
| 1. 0 1 2 3 | 1. 0 1 2 3 | 1. 0 1 2 3 | 1. 0 1 2 3 | 1. 0 1 2 3 |
| 2. 0 1 2 3 | 2. 0 1 2 3 | 2. 0 1 2 3 | 2. 0 1 2 3 | 2. 0 1 2 3 |
| 3. 0 1 2 3 | 3. 0 1 2 3 | 3. 0 1 2 3 | 3. 0 1 2 3 | 3. 0 1 2 3 |
| 4. 0 1 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 |
| 5. 0 1 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 |

All not from words

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PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY

DAILY AUDITORY DISCRIMINATION SHEET

88

NAME _____ DATE 3-3-72

| | | | | |
|---|---|---|---|---|
| 1. sk sc | 1. sm sk | 1. sm | 1. sh | 1. th |
| 2. sc | 2. sm | 2. sn | 2. | 2. th |
| 3. sm | 3. sn | 3. sp | 3. ch | 3. |
| 4. su sm | 4. sp | 4. st | 4. | 4. sh |
| 5. sn | 5. st | 5. sw | 5. | 5. st |
| 6. sn | 6. sw | 6. tw | 6. sh | 6. |
| 7. sp | 7. tw | 7. squ | 7. sh | 7. wh |
| 8. sp | 8. squ | 8. tw gu | 8. | 8. |
| 9. st | 9. s gu | 9. st | 9. | 9. |
| 10. st | 10. qu | 10. st | 10. ch | 10. th |
| 11. sw | 11. squ | 11. | 11. | 11. sh |
| 12. sw | 12. tw | 12. ch | 12. th | 12. |
| 13. tw | 13. sw | 13. | 13. | 13. sh |
| 14. ti tw | 14. st | 14. ch | 14. | 14. |
| 15. squ | 15. sp | 15. | 15. wh wk | 15. |
| 16. squ | 16. sn | 16. sh | 16. | 16. |
| 17. sw gu | 17. sp sm | 17. t | 17. | 17. |
| 18. squ gu | 18. sk | 18. th | 18. wk wh | 18. wh |
| 19. sk sc | 19. sk sc | 19. th | 19. | 19. ch |
| 20. sp sc | 20. sc | 20. wh | 20. | 20. ch |
| | sc | | | th |
| 1. 0 1 2 3 | 1. 0 1 2 3 | 1. 0 1 2 3 | 1. 0 1 2 3 | 1. 0 1 2 3 |
| 2. 0 1 2 3 | 2. 0 1 2 3 | 2. 0 1 2 3 | 2. 0 1 2 3 | 2. 0 1 2 3 |
| 3. 0 1 2 3 | 3. 0 1 2 3 | 3. 0 1 2 3 | 3. 0 1 2 3 | 3. 0 1 2 3 |
| 4. 0 1 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 | 4. 0 1 2 3 |
| 5. 0 1 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 | 5. 0 1 2 3 |

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PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY

DAILY AUDITORY DISCRIMINATION SHEET

NAME _____ DATE 3-7-72

80

| | | | | |
|---|---|---|---|---|
| 1. squ-ab | 1. s-ink | 1. | 1. | 1. |
| 2. sk-ip | 2. squ-id | 2. | 2. | 2. |
| 3. squ-ib | 3. s-ang | 3. | 3. | 3. |
| 4. scr-atch | 4. squ-ash | 4. | 4. | 4. |
| ✓ 5. sw-ob ab | 5. s-and | 5. | 5. | 5. |
| 6. squ-ash | ✓ 6. squ-at sc-at | 6. | 6. | 6. |
| 7. sk-id | 7. sk-unk | 7. | 7. | 7. |
| ✓ 8. sk-um sc-um | 8. Sc-ot | 8. | 8. | 8. |
| 9. sw-am | ✓ 9. s-ab sc-ab | 9. | 9. | 9. |
| ✓ 10. squ-ot at | 10. s-uds | 10. | 10. | 10. |
| 11. scr-ub | 11. sk-id | 11. | 11. | 11. |
| 12. squ-int | ✓ 12. sk-at sc-at | 12. | 12. | 12. |
| ✓ 13. squ-od ad | 13. s-end | 13. | 13. | 13. |
| 14. Sc-otch | 14. sh-ot | 14. | 14. | 14. |
| ✓ 15. scr-un | 15. sk-unk | 15. | 15. | 15. |
| 16. sc-up | 16. s-ang | 16. | 16. | 16. |
| 17. sk-id | 17. st-ung | 17. | 17. | 17. |
| 18. scr-am | ✓ 18. sh-ut sm-ut | 18. | 18. | 18. |
| 19. squ-id | ✓ 19. sk-uk sk-uck | 19. | 19. | 19. |
| 20. sk-it | 20. st-int | 20. | 20. | 20. |

70

| | | | | |
|---|---|---|---|---|
| 1. (0) 1 2 3 | 1. 0 (1) 2 3 | 1. 0 (1) 2 3 | 1. 0 (1) 2 3 | 1. 0 1 2 3 |
| 2. (0) 1 2 3 | 2. 0 (1) 2 3 | 2. 0 (1) 2 3 | 2. 0 1 (2) 3 | 2. 0 1 2 3 |
| 3. (0) 1 2 3 | 3. (0) 1 2 3 | 3. 0 (1) 2 3 | 3. 0 (1) 2 3 | 3. 0 1 2 3 |
| 4. (0) 1 2 3 | 4. 0 (1) 2 3 | 4. 0 (1) 2 3 | 4. 0 1 (2) 3 | 4. 0 1 2 3 |
| 5. (0) 1 2 3 | 5. 0 (1) 2 3 | 5. 0 (1) 2 3 | 5. 0 (1) 2 3 | 5. 0 1 2 3 |

TEN KIT 12, Learning Experience 1

PROJECT CHILD - PROGRAMMED INSTRUCTION

PERIODIC ASSESSMENT FORM
(Parts 1, 2, & 3)

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This Periodic Assessment Form is to be made on each LD student every reporting period after entering the program.

ACADEMIC ACHIEVEMENT FORM
(Part 3)

STUDENT Sandra

| | Beginning Level Date: 12-20-71 | Current Level Date: 1-20-72 |
|---|---|---|
| READING | SRA blue #1 RFU #17 | blue #17; RFU#17 works better #7 12 min. |
| ARITHMETIC | #4 | #4 Benton |
| LANGUAGE SKILLS | #4 | exc. in Engl #4 |

MOTIVATION High X Average _____ Low _____ None _____

SELF CONCEPT High _____ Average X Low (or poor) _____

COMMENTS:

In reading, student is good in comprehension check and found out speed was slow. Dropped in RFU to #7 from #17, can do now in two minutes with 100 or 90 grade. Does several pages in both math and English.

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PROJECT CHILD - PROGRAMMED INSTRUCTION

PERIODIC ASSESSMENT FORM
(Parts 1, 2, & 3)

This Periodic Assessment Form is to be made on each LD student every reporting period after entering the program.

SOCIAL BEHAVIOR AND ATTITUDES FORM (Part 2)

STUDENT Sandra

| | Never | Seldom | Often | Usually |
|---|---|---|---|---|
| Spends time with other children | | | XX | |
| Displays balance in social interchange | | | XX | |
| Follows Rules | | | XX | |
| Controls Temper | | | | XX |
| Uses Socially Acceptable Language | | | XX | |
| Derides Peers | XX | | | |
| Discriminates Against Others | XX | | | |
| Is A Good Loser | | | XX | |
| Tells On Peers | | XX | | |
| Wants Special Attention | | XX | | |
| Wants Special Privileges | | XX | | |
| Respects Authority | | | XX | |

SOCIAL GROWTH (a) excellent XX (b) good ___ (c) little ___ (d) none ___

COMMENTS Accepted in peer group. Some difficulty in physical activities, but never quits trying.

PROJECT CHILD - PROGRAMMED INSTRUCTION

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PERIODIC ASSESSMENT FORM
(Parts 1, 2, & 3)

This Periodic Assessment Form is to be made on each LD student every reporting period after entering the program.

SCHOOL BEHAVIOR AND ATTITUDES FORM (Part 1)

STUDENT Sandra SCHOOL Albert S. Johnston

TEACHER P. Banett DATE 1-20-72

| | Never | Seldom | Often | Usually |
|---|---|---|---|---|
| BLUFFING | XX | | | |
| DAYDREAMING | | XX | | |
| DESTRUCTIVE | XX | | | |
| DISTRACTING | XX | | | |
| IDLE PLAY | XX | | | |
| TIME WASTING | XX | | | |

| | 5 min. | 10 min. | 15 min. | 20 min. | 30 min. |
|---|---|---|---|---|---|
| INTEREST SPAN | | | | | XX |

| usually → | excellent | good | average | poor | other |
|---|---|---|---|---|---|
| POSTURE | | XX | | | |

| | excellent | good | little | none | |
|---|---|---|---|---|---|
| BEHAVIOR GROWTH | XX | | | | |

COMMENTS

PROJECT CHILD - PROGRAMMED INSTRUCTION

BEHAVIOR RECORD FORM

This form is to be made on each LD student once a month for each child with three children each week being rated.

STUDENT Sandra TEACHER P. Banett GRADE 4G

SCHOOL Albert S. Johnston DATE 1-20-72

| | |
|---|---|
| 1. DAYDREAMING | |
| 2. IDLE PLAY | |
| a. Marking | |
| b. Chewing | |
| c. Manufacturing | |
| d. Playing (identify) | |
| 3. BLUFFING | |
| a. Setting timer back | |
| b. False claims | |
| c. Compulsive cheating | |
| 4. TIME WASTING | |
| a. Unnecessary travel | |
| b. Visiting | |
| c. Watching teacher | |
| d. Unnecessary questions | |
| 5. ATTENTION SPAN (identify in minutes) | 30 minutes |
| 6. DISTRACTABILITY | |
| a. Wall kicking | |
| b. Desk tapping | |
| c. Personal noises (identify) | |
| d. Throwing | |
| 7. FRUSTRATION LEVEL | |
| a. Anxiety signs (identify) | |
| b. Specific activity and exercise | sucks thumb if not kept busy |
| 8. POSTURE | |
| 9. DESTRUCTIVE, HOSTILE, AGGRESSIVE | |
| a. Defacing or cutting | |
| b. Breaking pencils | |
| c. Hitting or kicking | |
| 10. ATTENTION GETTING DEVICES | |
| 11. OVERLY QUIET OR WITHDRAWN | XX |
| 12. OTHER PERSONALITY CHARACTERISTICS (Identify and comment below) | Good student, enjoys work, good understanding of anything new |

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PROJECT CHILD - PROGRAMMED INSTRUCTION

SHORT-TERM EVALUATION FORM

This short-term evaluation form is to be made on each LD student each two weeks after entering the program.

STUDENTS NAME _____ SCHOOL Albert S. Johnston

BEGINNING EVALUATION DATE 12-20-71 ENDING EVALUATION DATE 1-20-72

TEACHER P. Barrett

| Materials or Techniques Used | Beginning Level | Current Level | Criteria of Evaluation | Comments |
|---|---|---|---|---|
| SRA | blue #1 | blue 1b-#19 | | |
| RFU | # 17 - | #7 | charts | dropped back from 17 |
| Controlled Reader | | | | |
| Weekly Reader - Reading | #2 | #3 | | |
| Weekly Reader - Science | #3 | #3 | | |
| Weekly Reader - Map Skills | #B | #B | | |
| Flash X | | | | |
| Benton Review Arithmetic Book | #4 | #14, p.19 | bk. charts | |
| Dolch Word List | knows all | | | |
| Audio-Visual Kinesthetic<br>#1 spelling text test | | | | |
| Reading Textbooks<br>1. Tradewinds, finished | | | | |
| 2. Ventures | | | | |
| 3. Bicycles to Bommerangs | | | | |
| Art Materials - Specify<br>Overhead, animals | | | | |
| Other Arithmetic Materials<br>Stencil sheets | | | | |
| Handwriting Techniques<br>Caps, paragraphs from board | | | | |
| Special Instructional Materials & Techniques | | | | |

Summary of Progress
Excellent progress, very quiet and studious

Program Recommendation - (Circle One) CONTINUE XX MODIFY

Project CHILD - Individually Prescribed Program



EDUCATIONAL GOALS AND STRATEGIES

(Review Weekly - Revise as necessary)

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HANDWRITING

NAME Mary

DATE 4/10/72

TESTING DATA Sept.--writing is satisfactory for age and grade. Nov. progress satisfactory;Jan.--satisfactory; March--progress satisfactory; May--good work.

STRENGTH [x] fine motor skills

DEFICIT [ ]

GOALS To continue normal progress--Nov. continue normal progress, work on slant, Jan--practice u, i, e, o, a. March--capital Z, W, E. May--G, oo, oa.

MATERIALS handwriting book, tracing paper

METHODS Trace letter or word from book. Write a letter or word on the blocked producing *letter sound while writing. Use letters in words and/or words in sentences.

* Please date revision, attach additional sheets to original as need arises.

*Oral pronunciation of letter sound benefits phonics.

Project CHILD - Individually Prescribed Program

EDUCATIONAL GOALS AND STRATEGIES

(Review Weekly - Revise as necessary)

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SPELLING

NAME Mary

DATE 4/10.72

TESTING DATA ITPA--Auditory Sequential Memory 5.3, Visual Sequential Memory 9.9/1st ck. 75% Accuracy 3rd Ck. 100% 2nd ck. 100% accuracy

STRENGTH [X] Visual Sequential Memory 9.9

DEFICIT [X] Auditory Sequential Memory 5.3

Use strength (Vis. Seq. Mem. 9.9) to help mediate deficit (Aud. Seq. Mem. 5.3)

GOALS Mary will spell orally four mixed words (nonsense and real) with 80-100% accuracy when presented orally by the teacher at 5 second intervals.

MATERIALS tape recorder, word cards, missing letter dittos

METHODS Listen to a tape, spell orally, and trace the mixed words (nonsense and real). Then she will listen, spell orally and fill in the missing symbols. Then, spell orally to teacher or aide.

* Please date revision, attach additional sheets to original as need arises.

*Words would be used in a sentence to develop reading and word comprehension.

Project CHILD - Individually Prescribed Program

EDUCATIONAL GOALS AND STRATEGIES

(Review Weekly - Revise as necessary)

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READING . . . Vocabulary, Comprehension, Word Attack

NAME Mary

DATE 4-10-72

TESTING DATA ITPA, Visual Reception 5.2, Auditory Reception 8.6, Auditory Association, 8.10/ 1st ck. 90% 3rd ck. 100% 2nd ck. 100% 4th ck. 100%

STRENGTH [x] Auditory Reception
Auditory Association

DEFICIT [x] Visual Reception

Will use strengths to mediate deficit.

GOALS Mary will say and give a brief definition of ten words with 90-100% accuracy when exposed visually at 10 second intervals.

MATERIALS Audio Flashcard Reader, word cards and pictures.

METHODS Work with Mary orally to insure word meaning. (Use pictures whenever available). Place some words on Audio Flashcard Reader where she sees and hears the word and word meaning and records the word and word meaning.

Begin with 10 words/wk., 2 wds/day.
Also begin with teacher or aide session daily.

* Please date revision, attach additional sheets to original as need arises.

Project CHILD - Individually Prescribed Program

EDUCATIONAL GOALS AND STRATEGIES

(Review Weekly - Revise as necessary)

MATH

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NAME Mary

DATE 4/10/72

TESTING DATA ITPA--Auditory Sequential Memory 5.3, Visual Sequential Memory 9.9 1st ck. 90% 3rd 90% 2nd 100%

STRENGTH [x] Visual Sequential Memory 9.9

DEFICIT [x] Auditory Sequential Memory

Using strength (Vis. Seq. Mem.) to help mediate deficit (Aud. Seq. Mem.)

GOALS Mary will repeat with 80-100% accuracy a sequence of 4 mixed math facts and nonsense words when presented orally by the teacher at 3 second intervals

MATERIALS tape recorder, symbol cards, missing symbol dittos

METHODS Mary will listen, say and trace the mixed material. Then she will listen, say and fill in the missing symbols. Then say material to a teacher or aide.

* Please date revision, attach additional sheets to original as need arises.

Project CHILD - IPP Weekly Plan Sheet

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| Materials: (Specify Level, page and kit, etc.) | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| Handwriting | | | | | |
| Michigan Language Program | | | | | |
| Ann Arbor Cursive | | | | | |
| Other: (Specify) | | | | | |
| Blocked Paper | x | x | x | x | x |
| Basal Text | x | x | x | x | x |
| | | | | | |
| Math | | | | | |
| Sullivan Programmed Math | | | | | |
| Webster - (A,B,C,D) | | | | | |
| Basal Text 3rd level | x | x | x | x | x |
| Flash X-Math | | | | | |
| Other: (Specify) | | | | | |
| Teacher made dittos | x | x | x | x | x |
| Recorder drills | x | x | x | x | x |
| | | | | | |
| Drill Equipment | | | | | |
| Tape Recorders | x | x | x | x | x |
| Listening Center | | | | | |
| Previewer | | | | | |
| Record Player | | | | | |
| Other: (Specify) | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

TEN KIT 12, Learning Experience 1

Project CHILD - Individually Prescribed Program

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Weekly Plan Sheet _____ Week Of 5-5-72

Name Mary Teacher S. Jay

| Materials (Specify level, page and kit, etc.) | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| Language: | | | | | |
| Systems 80 (Kit C-T) | | | | | |
| Michigan Language Program | | | | | |
| Let's Read (1-9) | | | | | |
| Merrill Linguistic Reader (1-4) | | | | | |
| Merrill Linguistic Skills Builder | | | | | |
| Merrill Drill Kit | | | | | |
| Reading For Concepts (A,B,C,D,E) | | | | | |
| Hegge, Kirk, & Kirk Remedial Drills | x | | x | | x |
| Sound Order Sense | | | | | |
| Imperial Casette Program | | | | | |
| Flash X-Vocabulary | | | | | |
| Audio-Flashcard Reader | x | x | x | x | x |
| Other: (Specify) | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Spelling | | | | | |
| Webstermaster | | | | | |
| Basal Text | x | x | x | x | x |
| Flash X-Spelling | | | | | |
| Other: (Specify) | | | | | |
| Spelling Tapes | x | x | x | x | x |
| | | | | | |
| | | | | | |
| | | | | | |

TEN KIT 12

## Components of Accountability

### LEARNING EXPERIENCE 2

1. Obtain the data from a comprehensive evaluation report of a school district's program for LD children from the teacher supervisor's office.

2. Read and study the school district evaluation report.

3. Be prepared to answer the following questions about the evaluation report:

   a. What are the number and kinds of personnel in the LD program?
   b. What are the number and kinds of instructional units authorized?
   c. How was the support personnel used?
   d. What is the role of the paraprofessionals in the program?
   e. What kinds of materials and equipment are included in the program?
   f. What are the on-the-job cooperative relationships between the special teachers and the regular classroom teachers?
   g. What kind of administrative support is provided by the superintendent and principals in the district?
   h. What role did the psychological services play in the LD program?
   i. Were adequate individual planning arrangements included?
   j. What effects did the special program have upon the LD pupils served?
   k. How does this compare with the effects of the regular program for LD children?
   l. How does the money spent on these two programs compare?
   m. Did the program results justify the amounts of money expended?
   n. Did the LD teachers make adequate progress during training?
   o. Were the roles of parents clearly defined?
   p. Will the program have the capability to serve the total district as now structured?

4. Review self evaluation for this objective.

5. When you are prepared, schedule the objective test over evaluation of programs through the teacher supervisor's office.

(Performance Objective 2)

# TEN KIT 12

## Components of Accountability

### LEARNING EXPERIENCE 2

The attached evaluation is for a Plan "B" Pilot Project in an ISD of approximately 6,000 ADA. It was developed for a program of nine year old children in the third and fourth grades. The evaluation is for the 1970-71 academic year and reflects the program from November 1, 1970, through May 15, 1971.

The results of the evaluation were used to plan the expansion of the Plan "B" Pilot Program in LD for the 1971-72 academic year. All publics concerned with the LD program were surveyed to obtain their opinions of program worth. This appears to be a very positive appraisal of the Plan "B" Pilot Program.

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PUBLIC SCHOOLS

EVALUATION OF L/LD PROGRAM 1970-71

One-hundred forty-one pupils in the regular classroom were tested to give us some data for comparison. This number is approximately one-fourth the total fourth grade population. The mean gains are given on the following page. The total number of nine year old language and/or learning disabilities pupils who had pre-test and post-test was one-hundred thirty-two. All were below grade level in reading, silent or oral. In order to evaluate the program and progress of children in the program the following was done:

1. The mean IQ for the L/LD children was computed.
   The mean IQ for the regular classroom children was computed.

2. The mean gains for 1968-69 and 1969-70 (fall) was computed.

3. The mean gain for the L/LD children for 1971 was computed (Spring)
   The mean gain for the regular classroom children was computed (Spring)

4. The mean gain for older children as compared to younger children in the program (Those children who were 9 years of age between September 2 and February 29th were considered as older children. Those children who were 9 years of age between March 1 and September 1 were considered as younger.)

5. The mean gain for the higher IQ children (100 IQ or more) was compared to the mean gain of the lower IQ children (99 or less)

6. The mean gain of the boys in the program was compared to the mean gain of the girls in the program.

Conculsions:

1. There were 8 monthsaverage gain for the L/LD children who were in the Sherman Public Schools in 1968-69 and 1969-70.

2. There was no statistical significant difference between the gain of the regular classroom children as compared to the L/LD children.

3. There was a dramatic difference between what the L/LD children did in 1970-71 as compared to what they gained in 1968-69 and 1969-70.

4. There was no significant difference in gain of the older children as compared to the younger children.

5. There was no significant difference in gain of the higher IQ children as compared to the younger lower IQ children.

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| | WORD KNOW | WORD DIS. | READ | SPELL | LANG | ARITH. COMP. | ARITH. CONCEPTS |
|---|---|---|---|---|---|---|---|
| MEAN IQ L/LD CHILDREN 103 | | | | | | | |
| MEAN IQ REGULAR CLASSROOM 101 | | | | | | | |
| 1. a. MEAN GAIN OF L/LD CHILDREN IN 1968-69 (FALL) | .6 | .6 | .7 | .8 | -- | -- | -- |
| b. MEAN GAIN OF L/LD CHILDREN IN 1969-70 (FALL) | .5 | .6 | .7 | .8 | -- | -- | -- |
| 2. a. MEAN GAIN OF L/LD CHILDREN 1971 (SPRING) | 1.2 | 1.0 | 1.2 | 1.3 | 1.1 | 1.2 | .8 |
| b. MEAN GAIN OF REG. CLASSROOM CONTROL 1971 | .9 | .7 | .8 | 1.3 | .9 | 1.4 | .8 |
| 3. L/LD CHILDREN a. MEAN GAIN OLDER CHILDREN 1971 | 1.1 | 1.0 | 1.1 | 1.2 | 1.0 | 1.2 | .8 |
| b. MEAN GAIN YOUNGER L/LD CHILDREN 1971 | 1.1 | 1.0 | 1.1 | 1.3 | 1.1 | 1.2 | .8 |
| 4. L/LD CHILDREN a. MEAN GAIN HIGHER IQ (100 OR MORE) | 1.2 | 1.0 | 1.1 | 1.2 | .9 | 1.3 | .9 |
| b. MEAN GAIN LOWER IQ (99 OR LESS) | 1.1 | .9 | 1.2 | 1.4 | 1.3 | 1.1 | .7 |
| 5. L/LD CHILDREN a. MEAN GAIN BOYS IN L/LD PROGRAM | 1.1 | .9 | 1.1 | 1.3 | 1.1 | 1.1 | 1.0 |
| b. MEAN GAIN GIRLS IN L/LD PROGRAM | 1.1 | 1.0 | 1.0 | 1.2 | .9 | 1.3 | .7 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

The two basic objectives of the Plan A and Plan B developmental program are:

First, that each handicapped child in the district is served; and

Second, that the total educational program in the district will be improved. We feel that through the L/LD program, we have provided for children who have identifiable deficits related to organizing and integrating the information necessary for success and have made programmatic modifications for them.

Some Statistical Data

1. Staffing 1970-71

   A. 14 LLD Teachers
   B. 1 Supervisor
   C. 1 Educational Diagnostician
   D. 8 Aides

2. Per Pupil Cost Comparison 1970-71

| | |
|---|---|
| A. Per Pupil Cost Regular Program | $534.00 |
| B. Per Pupil Cost LLD Program | 842.00 |

3. The evaluation of the LLD program indicated that pupils who had never gained a years progress in a years time made over eight months average progress in academic materials between November 1, 1970 and May 15, 1971. Many of these pupils give evidence of the ability to function adequately in the regular classroom after intensive educational therapy for this period of time. The school district personnel involved in this program deem the money expended well worth the extra cost for each child in the program.

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EVALUATION - (Opinionaires)

Opportunity to express opinions about the L/LD Program was given to parents, principals, classroom teachers, L/LD teachers, aides, and the children. This was done in order to obtain beliefs and attitudes about the program as it has developed this year; and in the light of these opinions, endeavor to draw some conclusions about the program and use the information for planning further. The questionaires were distributed the middle of May and the following results are given.

I. Parent Questionaire

The success or failure of any school program is judged through the eyes of individual parents and the way they perceive how the program has helped or failed to help their child. Simple questions were asked about the affective domain of the child. The response was overwhelmingly positive.

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| | Yes | No | Cannot Judge |
|---|---|---|---|
| 1. Is your child happier in school? | 100 | 4 | 9 |
| 2. Is he more interested in school work? | 107 | 3 | 4 |
| 3. Does he try harder to do well? | 107 | 1 | 4 |
| 4. Does he get along better at home? | 70 | 8 | 23 |
| 5. Does he play better with friends? | 73 | 5 | 22 |
| 6. Is he kinder toward others? | 72 | 2 | 24 |
| 7. Are you glad he is in the class? | 111 | 3 | |

Parents were given an opportunity to make positive and negative remarks. Some samples follow:

1. "Seems to give my child more confidence."
2. "She is better in everyway - work and play."

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3. "Program has done wonders for her - she has never liked school before."

4. "No great progress in reading, but I feel strongly that he has a new self-image which was necessary for him before he could make academic progress."

5. "_____ has come to think of himself better."

Only three parents made negative comments about the program. Two parents felt their children were stigmatized by being in the program. One of these parents changed his mind about the program after the last conference and it was felt there was a misunderstanding about the program.

Two parents felt that the term "L/LD Program" is frightening to parents and some children and is misunderstood.

Of the 124 parents who returned the questionaire 111 were very positive in their response. Teachers and staff members felt that this is partly the result of instigating the instructional program at a level where each child was assured success. If the child was not succeeding, the teacher herself realized she was failing - not the child. L/LD teachers wanted to break the failure syndrome that is evident in these children. Because of the success oriented instructional program, many parents observed changes in their children's attitudes within two weeks after the child entered the program.

II. Principal's Questionaire

Seven principals were involved in the L/LD Program. All principals responded as follows:

1. All principals felt that scheduling children into the L/LD resource room was no problem.

2. All principals felt there would be no problem in scheduling the nine and ten year old to the resource room for at least two and one-half hours.

3. All principals felt that the selection process of the pupils for the program was satisfactory.

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4. Six principals felt there was adequate equipment for the resource room. One felt there was not enough.

5. Six principals felt there was an adequate amount of materials; one felt there was not.

6. All seven principals felt that the overall program was satisfactory.

Positive Remarks:

Four principals were enthusiastic about the program and want to see it continued and expanded. Three principals made no comment under "positive remarks."

Negative Remarks:

Two principals felt that offering extrinsic rewards presented problems for the classroom teachers.

Two principals observed that attitudes of teachers toward each other needed to improve and teachers need to team together and work more effectively with each other.

Recommendations:

1. Remove the word "disability" when referring to the program.
2. More materials with individualized programs need to be purchased.
3. Staff should meet more often to discuss program.
4. Expand the program.
5. More space needed in one building.

III. Classroom Teachers

Most L/LD teachers made an honest effort to work with classroom teachers as a team. In some instances there were misunderstandings about the L/LD program, but on the whole classroom teachers viewed the program positively.

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| | Yes | No | Could not decide |
|---|---|---|---|
| 1. Could you see a positive change in the attitude of the children in the resource room? | 21 | 1 | 1 |
| 2. Was scheduling of pupils adequate? | 22 | 1 | |
| 3. Was communication between classroom teachers and L/LD teacher adequate? | 21 | 1 | 1 |
| 4. Do you think the program should be continued? | 23 | 0 | |

Positive Comments:

The classroom teachers involved directly with the L/LD program viewed the program as successful and wished it to continue. They commended the L/LD teachers for their help.

Negative Comments:

Rewards were mentioned by six classroom teachers as being a problem.

Four teachers felt that scheduling the L/LD children caused interruptions to the regular classroom and could be improved.

Recommendations:

L/LD teachers and classroom teachers cooperate in giving the same rewards.

That L/LD schedules be made at the same time classroom reading levels are held.

IV. L/LD Teachers

L/LD teachers were given the opportunity to make recommendations regarding the program. Suggestions that occured most frequently were:

1. More involvement of school counselor in the program in the schools where this service is available for children.
2. More group discussions and planning together by L/LD teachers.
3. More time to visit in other L/LD resource rooms.
4. Closer communication between classroom teachers and L/LD teachers for understanding the program.
5. More team teaching effort among L/LD teachers.

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V. Aides:

Teacher aides were invaluable in the L/LD program. Six aides were in the program all year.

The aides felt that adequate instruction for performing duties were given by teachers and principals.

They recommended that further training or workshops for aides be organized.

That a guide for aides be included in the L/LD Handbook which is being prepared.

Aides liked working with the pupils under the direction of the teacher more than the record keeping aspect of the job.

VI. Child Questionaire:

To get some idea of the attitude and feelings of the children in the program toward the resource room and the work required of them, the following questionaire was given to the children.

From their questionaire we learned the majority of the children liked the resource room. Most children were ambivalent in their feelings in wanting to stay in the resource room program next year and also go back to the regular classroom. Most children felt differently about what they could accomplish in their school work at the end of the school year and in what they could do at the beginning. They felt the work in the resource room was not too hard or too easy. All children but four had very positive feelings about the teacher aides.

Summary:

Many thoughts and ideas were gleaned from the questionaire and will be discussed at the beginning of school in August. From the questionaires we know that as a staff we need to:

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1. Work on scheduling children into the resource room.
2. Consider ways of referring to the "L/LD" students and program.
3. Meet more often as a staff to consider problems.
4. Work more closely as a professional team.
5. Consider the system of rewards being used in the resource room.
6. Involve the school counselor in the program in the schools where this service is available.
7. Give teachers more opportunity for visitation.
8. Devise ways of staff development for classroom teachers.
9. Delay opinions about the developmental program until further evidence is available.

From other sources we have learned that job descriptions need to be clarified.

That the yearly testing program for these children can be improved.

That questionaires need to be improved.

That the method in which questionaires were administered needs to be improved.

That the administrative staff need to meet more often to discuss problems of the program.

TEN KIT 12

## Components of Accountability

### LEARNING EXPERIENCE 3

1. Obtain the results of a staffing conference for an LD pupil from the teacher supervisor's office.

2. Read and study the results of the staffing conference for an LD pupil.

3. Be prepared to answer the following questions about the staffing conference:

   a. Did the staffing conference evaluate and identify the pupil's language disability problem?

   b. Was an individual curriculum program provided?

   c. Did the staffing conference consider all aspects of the pupil's development in the evaluation and appraisal process (educational, psychological, social, physical)?

   d. Is the recommendation from the staffing conference educationally feasible in the educational setting?

4. Review self evaluation for this objective.

5. When you are prepared, schedule the objective test over the staffing conference through the teacher supervisor's office.

(Performance Objective 3)

TEN KIT 12

Components of Accountability

LEARNING EXPERIENCE 3

It is an appropriate practice in the LD programs today to use a staffing conference to complete the appraisal procedures and the individual curriculum planning for the handicapped child. Attached is a typical staffing conference summary report for a typical child. It is the purpose of this objective to evaluate the results of the staffing conference, appraisal procedures and the curriculum recommendations for this typical child.

You should attempt to determine if it is possible to extend the results of appraisal into a workable curriculum plan or prescription for the child. It is also important to determine if the plans presented are adaptable in the educational setting.

In must instances it will be required that the pupil be provided with instruction that requires new teaching techniques, materials and technology for his performance. An accurate method for scoring and evaluation must also be determined for all academic activities in which the pupil is involved during his habilitation program.

The objectives for instruction should be clearly defined and the pupil should be held to a level of proficiency in performance as a part of training for the reality of the regular classroom. The teacher must be the person who determines changes in child performance in the classroom and should call attention to the ARD committee whan a child fails to make progress.

Please read and study the attached report to determine the results of pupil staffing and then evaluate the effectiveness of this procedure.

Ten Kit No. 12

Performance Objective No. 3
Learning Experience 3

CONFIDENTIAL
FINAL STAFF REPORT

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XXX-XXX-XXX
Case Number

1-20-70
Date

Name X X X Sex M Born X X X

School X X X Grade 5

Father's Name X X X Mother's Name X X X

Address X X X Telephone X X X

Referred by: X X X, Teacher
X X X, Special Teacher
X X X, Principal
X X X, Contact Person

Date Referred: 12/10/69

Problem as Referred:

Because of failure to achieve in school, emotional problems, and unable to relate with peers.

Description of Individual:

X X X is a neat, clean, physically attractive eleven year old of average height and weight. During initial contact, this youngster was very sullen, somewhat hostile, resistant, and exhibited poor eye contact with the examiner. This behavior was less obvious during the second testing period. His teachers described him as being hyperactive and nervous. However, on a one-to-one basis during testing, attention span appeared within normal limits.

Physical and Health History:

The mother reported: X X X crawled at about six months and walked alone at about eleven months. He has had very few childhood diseases. However, his mother reported he had "some type of fever".

Hearing and vision are apparently normal and there is no history of seizures. The extent of serious injuries was a "bump on the head and a split tongue".

Mrs. X X X also reported that X X X "cries when mad" and he has a speech problem only in that he cannot pronounce some words easily.

He has been prescribed 25 mgm. of atarax twice daily which has produced a definite calming effect.

Family Situation:

X X X is the second of four children. X X X, age twelve, is in the sixth grade; X X X, age eight, is in the second grade; and X X X, age seven, is in the first grade. The father is a self-employed cement contractor and the mother is a housewife.

Mr. and Mrs. X X X were interviewed November 12, 1969. Also present were Mrs. X X X,

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School Nurse, and Mr. Louis Glover, Pupil Appraisal Team. The interview took place in the family home, located in a sub-middle class neighborhood; reasonably clean home.

Mr. X X X completed the 5th grade, age 30. Mrs. X X X completed 7th grade, age 30.

Mr. X X X was not present during the complete interview period. However, he did arrive home in time for a brief conference. He was extremely nervous (could not sit down) during interview. He described X X X as being nervous - "getting this from him". Mr. X X X said he had always had a great deal of trouble with nervousnous as a youth.

The father is somewhat immature, insecure, anxious, fearful and dependent on his wife to care for family problems. Mr. X X X likes to ride horses (owns 3 at this time) - this interest was often referred to during our conversation. He has little insight into his son's problem.

Mrs. X X X was able to talk about the intra-familial patterns of her home. She sees herself as the parent who tends to about everything - with little assistance. Her husband is described as "a good man who works hard". One gets the impression that this is "a good life" for this couple.

One suspects this family finds the action and activities of driving a new car, riding horses, and earning a living to be very satisfying, that little energy is invested in genuine communication involving various family members.

Health: Parents agreed to a complete physical for X X X - Dr. X X X was furnished form letter.

Peer Relationships: He usually plays with younger children.

Siblings Relationships: He plays well with brother and sisters.

Interest - Activities: He likes to go with his father to ride and feed horses almost every night. He likes to help his father on the job - takes interest in this.

Discipline: He is somewhat sensitive to father's correction. Mother said she could "whop the daylights out of X X X and it don't do no good". Parents frequently remove privileges as a means of punishment.

Educational History:

X X X did not attend kindergarten. He entered school at the age of six and entered the X X X Schools in the second grade. He repeated the first grade due to immaturity and short attention span.

In the past, grades have been consistently below average. He works in bottom groups in reading, spelling, and math.

Mr. X X X, School Principal, reports: "Found in girls' restroom". "Often fights with other boys". "Will take things that do not belong to him".

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Tests Administered:

Durrell Analysis of Reading Difficulty; Oral Mechanism Examination; Wepman Auditory Discrimination; Mecham Verbal Language Development; Kephart Perceptual Survey; Illinois Test of Psycholinguistic Abilities; Benton Visual Retention Test; Bender-Gestalt; Beery-Buktenica Test of Visual Motor Integration; Goodenough-Harris Draw-A-Man; Weschler Intelligence Scale; Gray Oral Reading Test; Miscellaneous projective drawings; Thematic Apperception Test. (Contracted Rorschach - Bender-Gestalt).

Test Results:

Examination of the oral mechanism revealed that labial, dental, palatal, velopharyngeal, and lingual structures are well developed and functioning adequately. Scar tissue was observed on the superior-anterior lingual (tongue) surface. X X X reported that before starting school, he fell off a ladder, bumped his head and "bit a hole in his tongue". Lateral lingual movements appear somewhat awkward; however, diadochokinetic (rapid movement) rates are in the average range. If a real innervation problem does exist, due to trauma to the tongue, X X X has compensated well; there were no articulation errors noted in running speech.

X X X performance on the I.T.P.A. was generally low. His composite psycholinguistic age tested as 8 years, 9 months. Strengths include visual closure, the ability to identify a whole object from an incomplete visual presentation, and verbal expression. Weakest performances were in the areas of reception of auditory and visual stimuli, and auditory association, the relation of concepts presented orally. Scores on the auditory association test often correlate highly with mental age. His low scores in visual - and auditory - sequential memory predict reading difficulties. Naturally, some of the poor performances at the associative, integrative, and encoding may be attributed to the poor decoding abilities at the base level. Auditory decoding problems may be due to a poorly developed receptive vocabulary which may, of course, be partially due to his home environment. This disability could cause difficulty in following instructions. Visual decoding problems, on the other hand, may have resulted from lack of visual stimulation (picture books, puzzles, etc.) at home. Such a problem often results in poor descriptive abilities and poor reading comprehension. Auditory association weaknesses also contribute to a lack of understanding of directions, to giving foolish answers to questions, and problems in abstract reasoning.

X X X is functioning verbally at the 9-0 (C.A. 11-5) years level according to the Mecham Scale. Scores here can be highly influenced by the socio-economic level of the home.

Auditory discrimination ability for fine sound differences is excellent as shown on the Wepman Discrimination Test.

Monocular and binocular ocular pursuit appears normal in all planes. Results on other Kephart activities show that laterality is well established to the right (both right hand and leg preferred). However, it appears that the left eye is preferred. Balance, posture, body image, and visual-motor integration tested within normal limits.

The Beery-Buktenica Developmental Test of Visual-Motor Integration reveals that visual perceptual abilities and motor behavior are well integrated. The age equivalent score obtained by X X X was 13 years, 8 months. The results of the

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Bender-Gestalt indicate that this child is functioning at approximately fourth grade level in visual analysis and motor reproduction. The better score on the Beery may possibly be due to the highly structured format of this instrument. Emotional indicators on the Bender suggest that X X X has impulsive and explosive tendencies, a low frustration tolerance, and tends to engage in "acting out" behavior. Scores on the Benton Visual Retention Test give no suggestion of significant difficulty in visual memory ability.

Intelligence - Upper limits of the Dull Normal Range (Verbal I.Q. 87, Performance I.Q. 89, Full Scale I.Q. 37). Inter test scatter on the Verbal Battery was mild. The Performance Battery had moderate but wider inter test scatter as a consequence of the scaled score of 5 on coding. Intra test scatter was prevelant with the Information subtest. Individual subtest scores appear on the attached sheet.

Strengths appear to be in the following areas:

1. Common sense and practical values
2. Social knowledge and desire for rewarding social relationships
3. Thinking, when dependent on a highly structured, consistent and simplified procedure.

Weaknesses appear to be in the following areas:

1. General anxiety and apprehension
2. Lack of self control
3. Mental confusion due to lack of mental control
4. Absentness or lack of awareness, to surrounding and detail
5. Inability to exert concentrated effort for an expected length of time appropriate to his age level
6. Inability to organize and plan multiple materials or elements
7. Poor memory and remote recall functioning
8. Understanding verbal and abstract concepts

The apprehension and anxiety apparent during the initial testing did not subside to a minimal level until midway through the testing. Although X X X eventually was trusting enough to relax and enjoy the attention and activity of the testing situation, it is felt to have had some minimal affect upon the scoring. Apprehension, mental confusion and general lack of integrated thinking, appear to be restraining the full use of an intellectual potential somewhat higher than that measured by the WISC.

The Bender-Gestalt was a second administration for comparative purposes but was lower in performance than the first test. Total errors yielded a performance of approximate 2nd-3rd grade level. There was evidence of poor organization and planning, and low frustration tolerance throughout the test. The errors made were all significant of possible organicity and outside normal limits for both intelligence and chronological age.

Inconsistencies among tests, performance on the Bender-Gestalt, evidence of mixed dominance between eye (left) and limbs (right), as well as past physical difficulties, give significant weight to possible organicity. A neurological evaluation was requested by the Pupil Appraisal Team but did not meet with the approval and consent of the X X X family.

The Gray Oral Reading Test yielded an approximate grade equivalent of beginning

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3rd grade. Comprehension was 60%. Errors appeared to be of two kinds. Carelessness was responsible for some errors by inserting extra words. Reading a singular word as plural, omitting the last letter of a word, thereby changing the word (The for Them), of substituting another letter for it (Bang for Band), were other forms of errors, all with the ending letter of the word involved. The Durrell indicates weakness in the area of comprehension.

Projective Date Revealed:

1. X X X strongly desires a close, warm and unconditionally accepting relationship of his parents.

2. X X X perceives the majority of his needs as not understood by his parents and unmet by them.

3. He desires meaningful and satisfying relationships with peers.

4. X X X is a very dependent boy, who is very apprehensively seeking security from others and his environment.

5. X X X feels alone in a cold, foreboding, hostile world.

6. His negative and self-defeating behavior is a reinforcement of his low self concept and attempt to remain in contact with his environment, rather than being ignored.

7. When under real or perceived stress, X X X has weak emotional and mental control of himself.

8. X X X thinking and judgment appear to be frequently non-integrated and functionally impaired.

9. In a highly structured situation minus extraneous stimuli, and emotional stress, X X X can more fully utilize his potential.

In summation, X X X is a highly anxious, apprehensive and fearful young boy who desires meaningful and satisfying relationships with adults and peers but has not been able to attain them. Although his general ability is average, X X X suffers significant impairment to intellectual functioning due to emotional and/or organic factors. Consequently, academic achievement has not matched potential and will not until his other needs listed above are met to a more satisfactory degree. Without a neurological, the possiblity and extent of neurological involvement cannot be appropriately evaluated.

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RECOMMENDATIONS FOR TEACHERS

| DISABILITY | RECOMMENDATION | MATERIAL |
|---|---|---|
| Anxious - Apprehensive | 1. Subject matter needs to be geared to his level of achievement.<br><br>2. X X X's self esteem and self concept are extremely low. Positive reinforcement from school personnel at every honest opportunity will help to strengthen a healthy self respect.<br><br>3. Teacher guidance and support in his in his social relationships with peers is needed. Improvement can be made through:<br><br>a. Teacher's projecting respect and acceptance of X X X. This will be communicated to and received by the class.<br><br>b. Teachers can find opportunities to call attention of the class to his strengths and achievements.<br><br>c. Teachers could structure placement in group activity with receptive peers to provide positive building of peer relationships. | |
| Lack of Self Control | 1. Special teachers for the Emotionally Disturbed and Minimal Brain Injury classes may be utilized as resource persons for instruction materials, methods and techniques.<br><br>2. The school will need to set firm, well defined limits for X X X, but allow freedom to respond within those limits.<br><br>3. X X X suppresses a great amount of underlying hostility as a result of frustration, festered by lack of academic success, lack of positive reinforcement from home or school and non-rewarding social relationships. To provide an | |

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| DISABILITY | RECOMMENDATION | MATERIAL |
|---|---|---|
| | an appropriate outlet for these feelings, the school should seek to provide X X X with an opportunity to discuss feelings with an empathetic male adult at school. School personnel need to communicate their feelings or acceptance and respect for X X X as a person apart from successful or unsuccessful performance. | |
| Lack of Awareness | 1. Gross negative behavior cannot be ignored, but irrelevant negative behavior should be.<br>2. Directions should be short, given one point at a time, and presented both orally and in written form. | |
| Inability to Exert Concentrated Effort | 1. A presentation of materials and assignments in a clear, simplified but thorough manner and with a minimum of verbal directions should be more comprehensible to X X X. If possible, directions and assignments could be given in parts, rather than as a total. | |
| Inability to Organize and Plan Multiple Materials or Elements | 1. Compare, contrast and classify materials as related to subject read.<br>2. Classify objects, pictures, and other materials in regard to geographical localities in sources.<br>3. Learn the steps of making outlines of materials covered. | 1. Conceptual Skills Section. The Remediation of Learning Disabilities (Fearon Publishers)<br>2. An Experience Centered Language Program (Franklin Publication)<br>3. My Weekly Reader Series (American Educator Publications) |

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| DISABILITY | RECOMMENDATION | MATERIAL |
|---|---|---|
| Poor Memory and Remote Recall | 1. Images (numbers, pictures, letters or words) can be projected on a screen to develop memory. | EDL Tach X Tachistoscope (Educational Developmental Laboratories) |
| Auditory Perception | 1. Listen to rhyming words or jingles.<br>2. Identify words with the same sounds.<br>3. Identify words with different sounds<br>4. Identify beginning sounds that are similar and different.<br>5. Identify rhyming objects and pictures. | 50 Word Cards to develop auditory and visual discrimination of sounds. (Steck-Vaughn Co. P. O. Box 2028 Austin, Texas)<br>Sounds I Can Hear (Scott Foresman Co. 433 E. Erie Street Chicago, Illinois) |
| Visual Perception | 1. Find similarities in words.<br>2. Find root words.<br>3. Work with compound words.<br>4. Linguistic approach found in programmed readers. | Phono Word Wheels, Set A<br>Phono Word Wheels, Set D<br>Initial Sounds, Prefixes, Suffixes (Steck-Vaughn Co. P. O. Box 20028 Austin, Texas)<br>Programmed Reading Series<br>Word Tachistoscopes |

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RECOMMENDATIONS FOR PARENTS

I. Intensive work with the family in developing their insight into X X X's abilities, and academic and personal problems.

II. A conference with parents and school representatives should be held to inform the parents of the planned course of action by the school to assist X X X. Letters D - G below, should be presented as information gleaned from the appraisal and discussed with parents. A follow-up conference between school and parents should be held one month to six weeks later to review developments at school.

A. XXX does not feel close to his parents because he does not feel free or comfortable to express his concerns and feelings.

B. XXX wants to feel close to his parents but he feels they do not understand or accept him.

C. XXX feels very alone and desires friendship and companionship with his peers but is afraid he will be rejected by them.

D. Real or imagined emotional stress or pressure prevents XXX from using good judgement.

E. When he is given large amounts of information to absorb at one time, he becomes very confused and cannot think clearly.

F. XXX is easily distracted from a task or thinking, by the sight and sound of things and activity around him.

G. XXX must have a way to express his anger and resentment or he will do inappropriate acts as a substitute.

NAME xx SCHOOL xx AGE 11.5 GRADE 5

EN KIT 12, Learning Experience 3

TESTS ADMINISTERED AND STATISTICAL RESULTS:

____Wechsler Intelligence Scale for Children

____Wechsler Adult Intelligence Scale

VERBAL IQ___ %ile___ PERFORMANCE IQ 89 %ile TOTAL IQ 87 %ile

| | | VERBAL: INFORMATION- Memory Cultural background, Remote recall | VERBAL: COMPREHENSION - Common sense, Judgement, Social understanding | VERBAL: ARITHMETIC - Abstract reasoning, Knowledge of numerical operations | VERBAL: SIMILARITIES - Relationship of facts, Verbal concepts, Abstract concepts | VERBAL: VOCABULARY - Abstract ability Verbal expression, Environmental/educational background | VERBAL: DIGIT SPAN - Attention span, Immediate auditory recall | PERFORMANCE: PIC. COMPLETION - Visual awareness, concentration, discrimination | PERFORMANCE: PIC. ARRANGEMENT - Anticipation, Sequential planning | PERFORMANCE: BLOCK DESIGN - Perception, Motor reproduction, Visual analysis/synthesis | PERFORMANCE: OBJECT ASSEMBLY - Perception, Part-whole relationships, Coordination | PERFORMANCE: CODING - Psycho-motor speed, Ability to concentrate, Persistent effort |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Very Superior | 17-20 | | | | | | | | | | | |
| | 16 | | | | | | | | | | | |
| | 15 | | | | | | | | | | | |
| Superior | 14 | | | | | | | | | | | |
| Bright Normal | 13 | | | | | | | | | | | |
| | 12 | | | | | | | | | | | |
| Average | 11 | | | | | | | | | ■ | | |
| | 10 | | ■ | | | | | | | | ■ | |
| | 9 | | | ■ | | | | | ■ | | | |
| Dull Normal | 8 | | | | | | | | | | | |
| | 7 | ■ | | | ■ | ■ | ■ | ■ | | | | |
| Borderline | 6 | | | | | | | | | | | |
| Mentally Defective | 5 | | | | | | | | | | | ■ |
| | 4 | | | | | | | | | | | |
| | 3 | | | | | | | | | | | |
| | 2 | | | | | | | | | | | |
| | 1 | | | | | | | | | | | |
| | 0 | | | | | | | | | | | |

STANFORD BINET INTELLIGENCE SCALE: CA_____ MA_____ IQ_____

COMMENT:_____

BENDER-GESTALT: SCORE 5 CA AGE GROUP MEAN SCORE_____ ISD_____ TO_____

Approx. GRADE PLACEMENT 2nd-3rd NO. EMOTIONAL INDICATORS 2

GRAY ORAL READING TEST: SCORED G.P. 2.9 ACTUAL G.P. 5th

COMPREHENSION 60% EVALUATION More like early 3rd grade level

DRAW A PERSON: CA_____ MA_____ IQ_____ EVALUATE DRAWINGS:

OTHER TEST RESULTS:

# TEN KIT 12

## Components of Accountability

### LEARNING EXPERIENCE 4

1. Obtain the completed copy of the Psychoeducational Checklist Report from the teacher supervisor's office.

2. Read and study the data provided on pupil program placement. Learn to apply the LD pupil data to this particular report form.

3. Select the best possible program placement for the LD pupil from the data provided.

4. Review self evaluation for this objective.

5. When you are prepared, schedule the proficiency assessment over pupil program placement through the teacher supervisor's office.

(Performance Objective 4)

TEN KIT 12

Components of Accountability

LEARNING EXPERIENCE 5

1. Obtain materials on LD pupil progress from the teacher supervisor's office.

2. Read and study the data provided on assessing pupil progress for LD pupils.

3. Be sure to note the various kinds of information used to assess progress.

4. Review self evaluation for this objective.

5. When you are prepared, schedule objective test through teacher supervisor's office.

(Performance Objective 5)

# TEN KIT 12

## Components of Accountability

### LEARNING EXPERIENCE 5

Bill has been in the Plan "B" LD Pilot Project for nine weeks and is now being evaluated by his teacher. You are to look at the data on Bill and try to determine if he is making progress in his habilitation program.

The following summary reports are available to you after Bill has been in the program nine weeks:

1. Form A School Behavior and Attitudes
2. Form B Social Behavior and Attitudes
3. Form C Academic Achievement Report

In addition to the summary report for each quarter the teacher is expected to administer a diagnostic or achievement test as well as teacher-made tests and keep daily work samples in basic curriculum areas. The teacher in this type program will hold a conference with parents and eliminate the tradition of giving a letter grade in reporting to parents. These summary reports will form the basis for counseling with parents and other significant publics concerning this LD pupil.

The teacher will keep records and a summary of proficiency in order to determine if the objectives of instruction have been attained. The teacher should have these records plus the psychological, social and health evaluations available in a secure place in the resource classroom. The teacher is the crucial person responsible for evaluating the pupil's progress and should be able to pinpoint on a daily basis the pupil's status within his own habilitation program.

The teacher should be a member of the ARD Committee and should help in each staffing of the LD pupil. She will be the person responsible for implementation of all individualized therapeutic instruction recommended for the pupil.

Evaluation must become a part of the teacher's regular classroom activities.

The teacher must be concerned about cognitive, affective and motor development of the LD pupil. The teacher will engage in a counseling relationship with pupils in an effort to improve academic work, pupil self image and motor performance.

Keeping of records is a difficult task and the teacher should find a fast and economical way of accomplishing this task. If she has the kind of materials suggested above, she can recommend best pupil placement.

Examine the following summary reports carefully.

TEN KIT 12, Learning Experience 5

Form A School Behavior and Attitudes

Name of child Bill D.

Name of teacher Betty S.

Date

| | none | seldom | often | usually | other |
|---|---|---|---|---|---|
| Fantasy | | | x | | |
| Idle Play | | x | | | |
| Cheating | | | x | | |
| Bluffing | | | x | | |
| Time Killing | | | x | | |
| Distracting | | x | | | |
| Destructive | x | | | | |

| INTEREST SPAN | 5 min. | 10 min. | 15 min. | 20 min. | 30 min. |
|---|---|---|---|---|---|
| | x | | | | |

| USUALLY | excellent | good | average | poor | other |
|---|---|---|---|---|---|
| POSTURE | | | | x | |

ATTENTION GETTING DEVICES

(a) Disrupts class____ (b) Baits teacher x (c) Asks inane questions x

(d) Informs on peers____ (e) Other (identify)

| | excellent | good | little | none |
|---|---|---|---|---|
| BEHAVIOR GROWTH | | | x | |

COMMENTS Bill has shown growth in school behavior and attitude during this quarter, but he still has adjustment problems that affect his learning.

TEN KIT 12, Learning Experience 5

FORM B

Social Behavior and Attitudes

Name of Child Bill Grade Fourth

Name of teacher Betty S. Date 3-15-72

1. FRIENDS - Bill sometimes plays with Roger L. but he has very limited successful peer contact.

2. SOCIALIZATION

(a) Spends most of the time with other children _____

(b) Spends little time with other children _____

(c) Avoids being with other children x

| | Never | At Times | Usually | Most of Time | Always |
|---|---|---|---|---|---|
| 3. GOOD AT GIVE-AND-TAKE | | x | | | |
| 4. FOLLOWS RULES | | x | | | |
| 5. LOSES TEMPER | | | x | | |
| 6. USES VULGAR OR PROFANE LANGUAGE | | x | | | |
| 7. DERIDES PEERS | | x | | | |
| 8. DISCRIMINATES AGAINST OTHERS | | | x | | |
| 9. IS A GOOD LOSER | x | | | | |
| 10. TELLS ON PEERS | | x | | | |
| 11. WANTS SPECIAL ATTENTION | | | | x | |
| 12. WANTS SPECIAL PRIVILEGES | | | | | x |
| 13. RESPECTS AUTHORITY | | x | | | |

14. SOCIAL GROWTH (a) excellent ___ (b) good ___ (c) little x (d) none ___

15. COMMENTS Bill has made some progress in social behavior and attitudes and he seems to be more interested in establishing good peer relations.

TEN KIT 12, Learning Experience 5

Form C--Academic Achievement Report

Name of Child Bill D.

Name of Teacher Betty S.

Date 3-15-72

| 1. | Beginning Test Scores<br>Date | Final Test Scores<br>Date |
|---|---|---|
| READING | Gray Oral - 1.4<br>WRAT - 2.8 | Gray Oral - 1.6<br>WRAT - 3.0 |
| ARITHMETIC | WRAT - 1.6 | WRAT - 2.0 |
| LANGUAGE SKILLS | Spelling - WRAT - 2.4<br>PPVT - 28 %tile | Spelling - WRAT - 2.8<br>PPVT 34 %tile |
| STUDY SKILLS | 1st grade | 2nd grade |

2. MOTIVATION - High ___ Average ___ Low x None ___

3. FAILURE COMPLEX - High x Average ___ Low ___ None ___

4. SELF CONCEPT - High ___ Average ___ Low (or poor) X

5. SPECIAL EDUCATIONAL TREATMENT NEEDED FOR THIS CHILD

(a) individualized program x (b) anxiety-free no failure program x

(c) multi-sensory approach x (d) sensory motor exercises x

(e) special subject exercises (specify) study skills

(f) special environmental considerations study carrell

(g) other differential treatment extra teacher support

6. SUGGESTED CLASS OR SCHOOL FOR THIS CHILD

Bill D. should continue in the LD Pilot Project and should be considered as having average potential. He has begun the process of habilitation with limited success. He will need intensive treatment over an extended period of time.

# TEN KIT 12

## Components of Accountability

### LEARNING EXPERIENCE 6

1. Read and study the staffing conference data used in Learning Experience 3 of this kit. Devise an appropriate report form to report this data to each of the publics listed below.

2. Schedule role playing activities using peers to demonstrate reporting to the following publics:

a. pupils
b. parents
c. classroom teachers
d. administrators
e. allied professionals

Schedule place and time for your teacher supervisor to observe you in each reporting situation. You will be evaluated in each case on a standard checklist.

3. Review self evaluation for this objective.

4. Schedule a conference with your teacher supervisor to discuss your proficiency for this objective.

(Performance Objective 6)

**

# TEN KIT 12

## Components of Accountability

### SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 1

| YES | NO | | |
|---|---|---|---|
| ___ | ___ | 1. | Have I obtained the materials to be used to evaluate pupil progress in basic skill areas from the teacher supervisor's office? |
| ___ | ___ | 2. | Have I completed the learning experiences under Performance Objective 1? |
| ___ | ___ | 3. | Was I able to get the required information from the forms provided? |
| ___ | ___ | 4. | Did I understand the criterion measures represented by the various forms? |

**

TEN KIT 12

Components of Accountability

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 2

| YES | NO | |
|---|---|---|
| ___ | ___ | 1. Have I obtained school-wide screening data for LD program development from the teacher supervisor? |
| ___ | ___ | 2. Have I completed the learning experiences under Performance Objective 2? |
| ___ | ___ | 3. Have I answered questions a-k under the learning experience? |

# TEN KIT 12

## Components of Accountability

### SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

### Performance Objective 3

| YES | NO | |
|---|---|---|
| ___ | ___ | 1. Did I obtain the staffing conference materials from the teacher supervisor's office? |
| ___ | ___ | 2. Have I completed all the learning experiences under Performance Objective 3? |

TEN KIT 12

Components of Accountability

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 4

| YES | NO | | |
|---|---|---|---|
| ___ | ___ | 1. | Have I obtained materials for this objective from the teacher supervisor's office? |
| ___ | ___ | 2. | Have I demonstrated the use of the standard checklist as a criterion measure in making pupil placements? |
| ___ | ___ | 3. | Do I understand the bases of pupil placement using the data provided on the record form? |
| ___ | ___ | 4. | Have I completed the learning experiences under Performance Objective 4? |

TEN KIT 12

Components of Accountability

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 5

| YES | NO | | |
|---|---|---|---|
| ___ | ___ | 1. | Did I obtain and use the LD pupil progress data from the teacher supervisor's office? |
| ___ | ___ | 2. | Do I remember the various kinds of information used to assess pupil progress? |
| ___ | ___ | 3. | Did I complete all learning experiences under Performance Objective 5? |

**

# TEN KIT 12

## Components of Accountability

### SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 6

| YES | NO | | |
|---|---|---|---|
| ___ | ___ | 1. | Did I obtain materials on counseling and reporting through the teacher supervisor's office? |
| ___ | ___ | 2. | Did I set up peer role playing conferences to demonstrate counseling skill? |
| ___ | ___ | 3. | Did the teacher supervisor evaluate the peer role playing activity using a standard checklist? |

# TEN KIT 12

## Components of Accountability

### PROFICIENCY ASSESSMENT

### Performance Objective 1

NAME_____ DATE_____

Proficiency requires that the student perform at the 100 percent level of accuracy on the following test over criterion measures for assessing pupil progress in basic skill curriculum areas:

A. Five Item True-False Test (Place circle around correct response.)

T F 1. It is essential to know the scores on daily work for LD pupil programming.

T F 2. It is essential to evaluate the silent reading abilities of LD pupils.

T F 3. The use of both achievement and diagnostic tests are essential in reading programming for LD pupils.

T F 4. It is not essential to use the above approaches in programming for other areas of basic skills.

T F 5. Written expression is dependent on psychomotor skills.

B. Five Item Matching Test (Place number in the blank before the correct matching statement.)

1. Standard
2. Work Sample
3. Positive Score
4. Entry level
5. Habilitation Program

_____The curriculum designed for an individualized instructional program in basic skill areas.

_____A level of performance or production used to evaluate the performance of LD children.

_____Saving of typical representative daily work sheets of individual pupils.

_____Scores that show progress or give affirmative interpretation of data.

_____The level at which the pupil begins his program in each basic skill area

**

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 1

C. Five Short Answer Items (Write the correct response for each question.)

1. Reading writing, spelling, speech, language and arithmetic are considered to be the basic skill areas of the_____.

2. Pupil progress in basic skill areas is best measured by daily work records and by standard diagnostic and_____testing.

3. A criterion measure is used as a_____measure when evaluating pupil progress in basic skill areas.

4. Criterion measures lend themselves to evaluating pupil progress in basic skill_____.

5. The best persons qualified to develop criterion measures for use in evaluating school curriculum programs are_____.

D. Mark answers Yes or No by an X.

| YES | NO | |
|---|---|---|
| ___ | ___ | 1. Do the progress records cover a period of instructional time in each intervention model? |
| ___ | ___ | 2. Is it possible to determine the amount of progress made? |
| ___ | ___ | 3. Does this type monitoring device show the pupil's potential? |
| ___ | ___ | 4. Will this type of evaluation material help determine if the pupil is making adequate progress? |
| ___ | ___ | 5. Pupil progress records are not economical to devise. |

**

TEN KIT 12

## Components of Accountability

### PROFICIENCY ASSESSMENT

#### Performance Objective 1

Proficiency requires that the student perform at the 100 percent level of accuracy on the following test over criterion measures for assessing pupil progress in basic skill curriculum areas:

A. Five Item True-False Test (Place circle around correct response.)

(T) F 1. It is essential to know the scores on daily work for LD pupil programming.

(T) F 2. It is essential to evaluate the silent reading abilities of LD pupils.

(T) F 3. The use of both achievement and diagnostic tests are essential in reading programming for LD pupils.

T (F) 4. It is not essential to use the above approaches in programming for other areas of basic skills.

(T) F 5. Written expression is dependent on psychomotor skills.

B. Five Item Matching Test (Place number in the blank before the correct matching statement.)

1. Standard
2. Work Sample
3. Positive Score
4. Entry level
5. Habilitation Program

5 The curriculum designed for an individualized instructional program in basic skill areas.

1 A level of performance or production used to evaluate the performance of LD children.

2 Saving of typical representative daily work sheets of individual pupils.

3 Scores that show progress or give affirmative interpretation of data.

4 The level at which the pupil begins his program in each basic skill area

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 1

C. Five Short Answer Items (Write the correct response for each question.)

1. Reading, writing, spelling, speech, language and arithmetic are considered to be the basic skill areas of the curriculum.

2. Pupil progress in basic skill areas is best measured by daily work records and by standard diagnostic and achievement testing.

3. A criterion measure is used as a standard measure when evaluating pupil progress in basic skill areas.

4. Criterion measures lend themselves to evaluating pupil progress in basic skill areas.

5. The best persons qualified to develop criterion measures for use in evaluating school curriculum programs are teachers.

D. Mark answers Yes or No by an X.

| YES | NO | |
|---|---|---|
| X | | 1. Do the progress records cover a period of instructional time in each intervention model? |
| X | | 2. Is it possible to determine the amount of progress made? |
| | X | 3. Does this type monitoring device show the pupil's potential? |
| X | | 4. Will this type of evaluation material help determine if the pupil is making adequate progress? |
| | X | 5. Pupil progress records are not economical to devise. |

TEN KIT 12

Components of Accountability

PROFICIENCY ASSESSMENT

Performance Objective 2

NAME _____ DATE _____

The student must perform at a 90 percent level of proficiency on this test over program evaluation procedures for LD children.

A. Five Item Short Answer Test (Write the correct response for each question.)

1. What are the number and types of personnel in the LD program?

_____

2. How many instructional units were authorized for LD pupils?

_____

3. How many support personnel were authorized for the LD program?

_____

4. How many paraprofessionals were used in the LD program?

_____

5. What was the average per pupil gain in achievement for the LD pupils in the program?

_____

B. Yes and No Questions (Mark answers Yes or No by an X.)

| YES | NO | |
|---|---|---|
| ___ | ___ | 1. Did the pupils have use of a psychological service program? |
| ___ | ___ | 2. Were programmed materials and technology eliminated from the program? |
| ___ | ___ | 3. Were adequate individual LD pupil planning arrangements included? |

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 2

YES NO

___ ___ 4. Did the program justify the amount of money expended?

___ ___ 5. Did the program have an adverse effect on LD pupil progress?

___ ___ 6. Did the program have weak administrative support?

___ ___ 7. Were the relationships between the special teachers and regular classroom teachers in harmony?

___ ___ 8. Did the LD teacher make adequate progress during training?

___ ___ 9. Were the roles of parents clearly defined?

___ ___ 10. Will the program have the capability to serve the total district as now structured?

___ ___ 11. Did the LD children in this program achieve at a significantly higher rate than they probably would have in the district's regular program?

# TEN KIT 12

## Components of Accountability

### PROFICIENCY ASSESSMENT

#### Performance Objective 2

The student must perform at a 90 percent level of proficiency on this test over program evaluation procedures for LD children.

A. Five Item Short Answer Test (Write the correct response for each question.)

1. What are the number and types of personnel in the LD program?

   16 total--14 teachers, 1 supervisor, 1 educational diagnostician

2. How many instructional units were authorized for LD pupils?

   14

3. How many support personnel were authorized for the LD program?

   2

4. How many paraprofessionals were used in the LD program?

   8

5. What was the average per pupil gain in achievement for the LD pupils in the program?

   8 months

B. Yes and No Questions (Mark answers Yes or No by an X.)

| YES | NO | |
|---|---|---|
| X | ___ | 1. Did the pupils have use of a psychological service program? |
| ___ | X | 2. Were programmed materials and technology eliminated from the program? |
| X | ___ | 3. Were adequate individual LD pupil planning arrangements included? |

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 2

| YES | NO | | |
|---|---|---|---|
| X | | 4. | Did the program justify the amount of money expended? |
| | X | 5. | Did the program have an adverse effect on LD pupil progress? |
| | X | 6. | Did the program have weak administrative support? |
| X | | 7. | Were the relationships between the special teachers and regular classroom teachers in harmony? |
| X | | 8. | Did the LD teacher make adequate progress during training? |
| X | | 9. | Were the roles of parents clearly defined? |
| X | | 10. | Will the program have the capability to serve the total district as now structured? |
| X | | 11. | Did the LD children in this program achieve at a significantly higher rate than they probably would have in the district's regular classroom? |

# TEN KIT 12

## Components of Accountability

### PROFICIENCY ASSESSMENT

### Performance Objective 3

NAME _____ DATE _____

The student must attain 90 percent proficiency on this test.

YES NO

___ ___ 1. Is it possible to synthesize the results of a pupil staffing meeting into a curriculum?

___ ___ 2. Can the curriculum plan for an individual pupil be put into written form and implemented in the school setting?

___ ___ 3. Are the teaching techniques required the same for each LD pupil?

___ ___ 4. Should the materials used in the habilitation program for an LD pupil lend themselves to scoring and analysis of errors?

___ ___ 5. Is the way an LD pupil learns important for curriculum planning?

___ ___ 6. Should reality training be part of any habilitation program for LD pupils?

___ ___ 7. Is it possible to state the objectives of instruction so that it can be known when a program of habilitation is completed?

___ ___ 8. Will the teacher be in the best position of concerned professionals to know when the child changes?

___ ___ 9. Will an LD pupil always make progress in a prescribed program?

___ ___ 10. Will teachers be able to plan individual educational programs for LD pupils and implement them in the school setting?

**

TEN KIT 12

Components of Accountability

PROFICIENCY ASSESSMENT

Performance Objective 3

The student must attain 90 percent proficiency on this test.

| YES | NO | | |
|---|---|---|---|
| X | | 1. | Is it possible to synthesize results of a pupil staffing meeting into a curriculum? |
| X | | 2. | Can the curriculum plan for an individual pupil be put into written form and implemented in the school setting? |
| | X | 3. | Are the teaching techniques required the same for each LD pupil? |
| X | | 4. | Should the materials used in the habilitation program for an LD pupil lend themselves to scoring and analysis of errors? |
| X | | 5. | Is the way an LD pupil learns important for curriculum planning? |
| X | | 6. | Should reality training be part of any habilitation program for LD pupils? |
| X | | 7. | Is it possible to state the objectives of instruction so that it can be known when a program of habilitation is completed? |
| X | | 8. | Will the teacher be in the best position of concerned professionals to know when the child changes? |
| | X | 9. | Will an LD pupil always make progress in a prescribed program? |
| X | | 10. | Will teachers be able to plan individual educational programs for LD pupils and implement them in the school setting? |

TEN KIT 12

Components of Accountability

PROFICIENCY ASSESSMENT

Performance Objective 4

Secure from the teacher supervisor the Psychoeducational Checklist Report form. Use the data given for an LD pupil and complete the report form, recommending placement for an LD pupil. You should attain the 90 percent level of proficiency.

TEN KIT 12

Components of Accountability

PROFICIENCY ASSESSMENT

Performance Objective 4

The student desiring proficiency assessment over this objective should be given the Psychoeducational Checklist Report and the LD pupil data essential to completion of the pupil placement report.

The teacher supervisor will compare a completed and recommended pupil placement report using the Psychoeducational Checklist Report with the student's placement recommendations. The student should attain the 90 percent level of proficiency for this objective.

TEN KIT 12

Components of Accountability

PROFICIENCY ASSESSMENT

Performance Objective 5

NAME _____ DATE _____

The student must attain the 90 percent level of proficiency on the following test over the knowledge of the necessary information that should be collected in assessing progress for LD pupils:

A. Ten Item True-False Test (Place circle around correct response.)

T F 1. The teacher should keep a daily work sample for each curriculum area in the pupil's habilitation program.

T F 2. The teacher should keep anecdotal records of the pupil's unusual behaviors and experiences.

T F 3. The teacher should not have the results of the psychological and medical evaluations available as teaching tools for use in his room.

T F 4. The teacher should give only a brief summary of the pupil's progress in letter grade form to parents.

T F 5. The teacher should determine if the pupil has attained the objectives of instruction.

T F 6. The teacher will need to keep accurate records of pupil progress in basic skill areas for the purpose of scheduling the pupil into the best therapeutic treatment program.

T F 7. The affective area of behavior such as the self-concept is not important in assessing pupil progress.

T F 8. The teacher should know the potential and expected outcomes for all pupils before she can determine when habilitation is completed.

T F 9. The teacher should use standardized and diagnostic tests in evaluation of pupil progress on a regular scheduled basis throughout the year.

T F 10. The pupil's progress should be evaluated by the educational diagnostician rather than the teacher.

**

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 5

B. Ten Item Matching Test on Assessing Pupil Progress (Place correct number of response in the blank before the matching statement.)

1. Social Adjustment
2. Parent Conferences
3. Parent Interviews
4. Daily Work
5. Wall Charts
6. Pupil Profile
7. Habilitation Status
8. Self Concept
9. Diagnostic Tests
10. Achievement Tests

____A standardized measure of pupil achievement in basic skill areas.

____The relationship between peers in the special classroom.

____A standardized measure that identifies specific types of errors in pupil academic performance.

____Counseling with parents.

____Vineland Social Maturity information.

____The pupil's evaluation of his own characteristics and behavior.

____The lessons assigned each pupil on a daily basis.

____The ability to pinpoint the exact location of the pupil in the treatment program.

____Publishing pupil accomplishments.

____Utilization of all information available to develop individual pupil programs.

C. Ten Item Short Answer Test (Write the correct response to each question.)

1. The gathering of data about a pupil for the purpose of developing an individualized therapeutic program of instruction is called_____.

2. The assessment of a pupil's progress to determine his status in the habilitation of LD is called_____.

3. Reading progress is best determined by careful determination of status from use of_____and_____.

4. The pupil who sees himself as a non-reader will require counseling to improve his_____before he will learn to read.

5. A pupil's behavior is important in three areas--_____, psychomotor and affective to correctly determine his progress.

6. The pupil will best profit from an_____ curriculum program designed to meet his learning needs.

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 5

7. The pupil is considered to be habilitated when he has realized his full_____and can function in the regular classroom.

8. The pupil will need accurate records of progress in_____ for best planning of an individual instruction if he is unable to work long division.

9. It is important to make a fast and accurate way of keeping pupil records because of the_____involved in this activity.

10. The materials assembled regarding the progress of pupils in a habilitation program should allow the committee to assess the pupil's progress for best pupil_____.

**

TEN KIT 12

## Components of Accountability

### PROFICIENCY ASSESSMENT

#### Performance Objective 5

The student must attain the 90 percent level of proficiency on the following test over the knowledge of the necessary information that should be collected in assessing progress for LD pupils:

A. Ten Item True-False Test (Place circle around correct response.)

(T) F 1. The teacher should keep a daily work sample for each curriculum area in the pupil's habilitation program.

(T) F 2. The teacher should keep anecdotal records of the pupil's unusual behaviors and experiences.

T (F) 3. The teacher should not have the results of the psychological and medical evaluations available as teaching tools for use in his room.

T (F) 4. The teacher should give only a brief summary of the pupil's progress in letter grade form to parents.

(T) F 5. The teacher should determine if the pupil has attained the objectives of instruction.

(T) F 6. The teacher will need to keep accurate records of pupil progress in basic skill areas for the purpose of scheduling the pupil into the best therapeutic treatment program.

T (F) 7. The affective area of behavior such as the self-concept is not important in assessing pupil progress.

(T) F 8. The teacher should know the potential and expected outcomes for all pupils before she can determine when habilitation is completed.

(T) F 9. The teacher should use standardized and diagnostic tests in evaluation of pupil progress on a regular scheduled basis throughout the year.

T (F) 10. The pupil's progress should be evaluated by the educational diagnostician rather than the teacher.

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 5

B. Ten Item Matching Test on Assessing Pupil Progress (Place correct number of response in the blank before the matching statement.)

| | |
|---|---|
| 1. Social Adjustment | 6. Pupil Profile |
| 2. Parent Conferences | 7. Habilitation Status |
| 3. Parent Interviews | 8. Self Concept |
| 4. Daily Work | 9. Diagnostic Tests |
| 5. Wall Charts | 10. Achievement Tests |

10 A standardized measure of pupil achievement in basic skill areas.

1 The relationship between peers in the special classroom.

9 A standardized measure that identifies specific types of errors in pupil academic performance.

2 Counseling with parents.

3 Vineland Social Maturity information.

8 The pupil's evaluation of his own characteristics and behavior.

4 The lessons assigned each pupil on a daily basis.

7 The ability to pinpoint the exact location of the pupil in the treatment program.

5 Publishing pupil accomplishments.

6 Utilization of all information available to develop individual pupil programs.

C. Ten Item Short Answer Test (Write the correct response to each question.)

1. The gathering of data about a pupil for the purpose of developing an individualized therapeutic program of instruction is called staffing.

2. The assessment of a pupil's progress to determine his status in the habilitation of LD is called evaluation.

3. Reading progress is best determined by careful determination of status from use of diagnostic and achievement tests.

4. The pupil who sees himself as a non-reader will require counseling to improve his self-image before he will learn to read.

5. A pupil's behavior is important in three areas-- cognitive, psychomotor and affective to correctly determine his progress.

6. The pupil will best profit from an individual curriculum program designed to meet his learning needs.

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 5

7. The pupil is considered to be habilitated when he has realized his full potential and can function in the regular classroom.

8. The pupil will need accurate records of progress in arithmetic for best planning of an individual instruction if he is unable to work long division.

9. It is important to make a fast and accurate way of keeping pupil records because of the work involved in this activity.

10. The materials assembled regarding the progress of pupils in a habilitation program should allow the committee to assess the pupil's progress for best pupil placement.

TEN KIT 12

Components of Accountability

PROFICIENCY ASSESSMENT

Performance Objective 6

NAME_____ DATE_____ PUBLIC INVOLVED_____

The student must attain 100 percent proficiency as evaluated on this standard checksheet for conveying information about LD pupils.

| YES | NO | | |
|---|---|---|---|
| ___ | ___ | 1. | Did the teacher utilize a standard report form to summarize information for parent conferences? |
| ___ | ___ | 2. | Does the teacher use a method of presenting information in a form that is readily understood by all publics concerned with the LD child? |
| ___ | ___ | 3. | Will the teacher be able to use the same report forms for giving of information about the LD pupil's progress to the pupil himself? |
| ___ | ___ | 4. | Is the information provided in a form that can be used in the LD pupil's permanent record folder? |
| ___ | ___ | 5. | Is the information appropriate for submission to the school administration for use in the program? |
| ___ | ___ | 6. | Will it be possible from the report form used to pinpoint the pupil's present progress in his habilitation program? |
| ___ | ___ | 7. | Will it be possible from the report form used to specify the pupil's specific habilitation needs before he has attained his potential? |
| ___ | ___ | 8. | Are the records of LD pupils easily transcribed to the information report form? |
| ___ | ___ | 9. | Is the process of providing pupil information simple, complete and appropriate within the time the teacher has available? |
| ___ | ___ | 10. | Do the report forms used for providing information about the LD child really communicate? |